15.0289.07000

FISCAL NOTE

Requested by Legislative Council
02/10/2015

Amendment to: HB 1461

1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2013-2015 Biennium		2015-2017 Biennium		2017-2019 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	$0	$0	$0	$0	$0	$0
Expenditures					$0	$0
Appropriations	$0	$0	$0	$0	$0	$0

1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

	2013-2015 Biennium	2015-2017 Biennium	2017-2019 Biennium
Counties	$0	$0	$0
Cities	$0	$0	$0
School Districts			
Townships	$0	$0	$0

2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

HB 1461 requires DPI to withdraw from participation in or from obligations incurred, if the contract or obligation directly or indirectly pertains to content standards or assessment of ND students and the bill establishes a content standards development committee.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Please see attachment for fiscal impact.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

Please see attachment for fiscal impact.

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Please see attachment for fiscal impact.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

Please see attachment for fiscal impact.

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Agency: ND Department of Public Instruction
Telephone: 701-328-2267
Date Prepared: 02/11/2015

FISCAL NOTE

HOUSE BILL 1461
15.0289.06000

At the request of the Legislative Council, the Department of Public Instruction submits the following fiscal note for House Bill 1461 (15.0289.6000). This fiscal note identifies certain assumptions that will affect overall Department expenditures and income, spanning the 2015-17 and 2017-19 biennia.

Section 2 of HB 1461, which addresses the duties of the state superintendent within 15.1-02-04, specifies that the superintendent of public instruction cannot commit the state or any political subdivision to participate in any organization, consortium, association, or like entity, if participation could require an expenditure of funds. Additionally, the state superintendent may not be a signatory to any document that commits the state or any political subdivision of the state to participate in the above stated entities if participation requires or could require an expenditure of public funds.

A literal reading of Section 2 implies that the superintendent could not sign any obligation on behalf of the Department or political subdivisions, including local school districts, regarding any possible expenditure of public funds, both state and federal. This prohibition of association or obligation of funds would effectively remove the Department of Public Instruction from entering into any contract or grant, since both entail an expenditure or flow through of public funds. This would eliminate the ability of the state to access or process any federal program funding based on state-level agreements, such as all programs under the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, federal food program, or other related program grants. This would also eliminate the ability of local school districts, among other entities, to access the benefits of such programs and would bring federal supported programs to a halt, including the non-funding of local school program personnel, including classroom teachers.

The Department has included in this fiscal note the loss of any contract or grant funds for the 2015-17 biennium, totaling $15.9 million for contracts and $281 million for grants.

The Department has included in this fiscal note the loss of any contract or grant funds for the 2017-19 biennium, totaling an estimated minimum, based on a 2015-17 base, $15.9 million for contracts and $281 million for grants.

Any other fiscal impacts implied within HB 1461 are subsumed within the impact of Section 2.

Despite the all-inclusive nature of the fiscal impact with Section 2, the Department of Public Instruction will present the fiscal impacts of Section 3, related to the suspension of all state assessments specified within N.D.C.C. 15.1-21. This section includes the suspension of the North Dakota State Assessment, the North Dakota Alternate Assessment, the state's English language proficiency assessment, and the ACT. The breakdown of impact costs are presented below for illustration purposes and are subsumed within the overall fiscal impact of this bill, under the terms of Section 2.

If the state were to suspend all assessments within N.D.C.C. 15.1-21, the state would see a reduction in expenditures of the following:

Assessment	2015-17	2017-19
North Dakota State Assessment	$5,586,849	$5,586,849
North Dakota Alternate Assessment	$ 100,000	$ 100,000
North Dakota English language proficiency	$ 184,000	$ 184,000
ACT/WorkKeys Assessments	$ 780,000	$ 780,000
Total	$ 6,650,849	$ 6,650,849

If the state were to suspend all assessments within N.D.C.C. 15.1-21, the state would see a reduction in federal and state funding of the following:

Program		
Title I, Administration Funds	$ 200,000	$ 100,000
Title VI Assessment and Accountability	$6,800,000	$3,400,000
State Assessment Funding	$2,200,000	$0
Total	$9,200,000	$3,500,000

If the state were to suspend all assessments within N.D.C.C. 15.1-21, the state would see a program service reduction for certain students who would otherwise receive the benefits of the state academic scholarship. Any junior-year students during the 2015-16 and 2016-17 school years would not take the ACT/WorkKeys, and by the definitions set forth in state law, would not be eligible to receive any academic scholarship during their four-year college/career training. The Department anticipates an annual academic scholarship cohort of approximately 1,500 eligible students, who would not be eligible. Considering the two-year impact of this disruption in state testing, the state would anticipate approximately 3,000 students losing their eligibility. This would amount to $18,000,000 state funds lost to these ineligible students.

2015 HOUSE EDUCATION

HB 1461

2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Pioneer Room, State Capitol

HB1461
2/2/2015
23034

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature	Donna Whetham

Explanation or reason for introduction of bill/resolution:

Relating to the authority of the superintendent of public instruction and other state officials and agencies, and to standards and assessments; to amend relating to the duties of the superintendent of public instruction and professional development; to repeal relating to state assessments; to provide an appropriation, a legislative management study; an effective date; and to declare an emergency.

Attachment # 1-27.

Minutes:

Chairman Nathe: opened the hearing on HB 1461.

Representative Jim Kasper: introduced HB 1461. Amendment introduced. (3:00- : 17:00). (See attachment # 1, 2).

Chairman Nathe: Interim committee will meet and have the hearing and come up with a report then they forward it to legislative management. Am I understanding the legislative body will have final say on these standards because the standards could be changed in legislative management?

Representative Kasper: Yes it works that way. I think that would be highly unlikely they would change it. I could but I don't think it would.

Chairman Nathe: It could though?

Representative Kasper: Yes it could. Continued on (Attachment # 1, 2) (18:40-22:30)

Chairman Nathe: In the bill page 5 section 7 states the committee work has to be done by November 16th. What do the districts do for the math and English standards for the next 15 or 16 months, can they all pick different assessments?

Representative Kasper: They can choose to use what was in the past, but they can not use Common Core standards. It is local control it will be local school boards that decide how and what to teach.

Chairman Nathe: doesn't this violate the constitution, because the constitution says "shall provide for a uniform system of free public schools throughout the state". So how does this bill provide for a uniform system for the next 15 or 16 months?

Representative Kasper: Over the next 15-16 months the districts will be uniform in their own districts. The only way we can get out of Common Core is withdraw. We need this process. If you think that is a violation of the Constitution then you should make the challenge.

Rep. Schreiber Beck: When you talk about the school boards developing their own standards, they could do what they want but they can't use Common Core standards? Page 4 on the top "prohibition". I think I heard you contradict what was stated?

Representative Kasper: It says "use of state resources prohibition". The state will not fund any of those items. If the school board chooses to continue on with the Common Core standards in their own districts, they're going to do it.

Rep. Schreiber Beck: We would not give them any dollars if they would use Common Core.

Representative Kasper: Yes. But that does not take the funding away that we normally do.

Rep. Schreiber Beck: Did I hear you say there would be no assessments?

Representative Kasper: There will be no Common Core assessments they are gone, but it does not take away other assessments. This is not to stop any other assessments.

Rep. Schreiber Beck: The 750,000 dollars appropriation, that will cover the standards development process and the study?

Representative Kasper: That is the intent. Visiting with Anita Thomas, she thought it would be appropriate.

Rep. Schreiber Beck: That is to provide a delivered product.

Representative Kasper: That is to set up the interim study group and planning to cover travel expenses.

Chairman Nathe: When it comes to the test, how much would that cost?

Representative Kasper: I have no idea. The legislative assembly will make the final decision in 2017.

Rep. Mock: In section 7 line 17&18, you talked about the states we should use in our study, including California and Massachusetts. In your testimony you cited Indiana Alabama, Minnesota and maybe others? Why do you single out those two states?

Representative Kasper: Those are two states that have excellent standards before Common Core. They can look at all other 49 states if they choose.

Rep. Mock: Did those states implement Common Core?

Representative Kasper: California did, but there is a large movement to get out.

Rep. Mock: And Massachusetts?

Representative Kasper: They did.

Rep. Mock: On Line 29 Page 4, you have cited a lot of examples where states have withdrawn from Common Core and developed their own standards. Can you provide some context of who would help to develop new standards?

Representative Kasper: I will be happy to look for that information for you. The interim committee will be making those decisions.

Rep. Mock: Doesn't the states already hire and executive director doesn't the state already hire a superintendent of Public Instruction? Why should we hire another executive?

Representative Kasper: That is a good question? How did we get here today, because an opinion of a lot of people think DPI under the instruction of Kristen Baesler made a mistake signing on to Common Core in 2010. The people of ND want an unbiased person in charge of the coordination. They will coordinate the activities of the Interim committee that will be under the perusal of the legislative committee.

Representative Nathe: Right now if people don't like what is happening in math and reading standards they can go to Superintendent Baesler and let her know. It takes away a lot of her authority, who will I air my grievance with?

Representative Kasper: The people have been doing this for the past two to three years and it fell on deaf ears. They can start at the school board level, the administration, they can go to DPI, and to the legislators. This will make a process that includes the parents to help try to determine what our standards and assessments ought to be?

Rep. Kelsh: Governor Hoeven also signed onto Common Core did he sign on the November 2014 document?

Representative Kasper: No, it was Mr. Marthaller who signed the document.

Rep. Kelsh: It did it not require the signature of the governor in 2014?

Representative Kasper: (33:36). No, it appears it did not.

Sandra Stotsky: Professor *emerita* at University of Arkansas: representing herself, in support of HB 1461. (35:27)- (51:35) (See Attachment #3 , 3 a-g).

James Milgram: Professor of Mathematics at Stanford University, in support of HB 1461. (51:45)- (1:07:30). (See Attachment #3).

D. John Sauer: Attorney at Clark &Sauer,LLC: in support of HB 1461. (1:07:53-1:26:35) (See Attachment #4).

Rep. Kelsh: You have talked about Nebraska has opted to never get in to Common Core. What is their standard like compared to Common Core like?

Sandra Stotsky: I am not aware of Nebraska's state standards. I believe for testing purposes they are using a testing company that are developing Common Core based like tests. But I have no evidence of this.

Rep. Kelsh: Nebraska's former Commissioner of Agriculture, when asked why they had not joined the consortium said because we had just developed standards on our own and they looked very much like Common Core.

Chairman Nathe: How many did not sign off on the standards?

Sandra Stotsky: There were five members of this less than thirty member committee.

Chairman Nathe: You are a professor at Arkansas? Did you ever teach in K-12?

Sandra Stotsky: I was, I retired and I did teach in K-12 and High School Level.

Vice Chairman Schatz: For Mr. Sauer, the education isn't mentioned in the constitution, why do you suppose that is?

John Sauer: I have not done a historical study of, but public education is something formed in the 19th century after the constitution was formed and ratified. The Supreme Court says education is considered a matter of state and local consideration. Public education falls under the reserved powers of the 10th Amendment, that is why when congress dictates educational policy it has the authority under the spending clause. It offers your state money and with that money comes conditions.

Vice Chairman Schatz: When did they start offering states money?

John Sauer: It accelerated in 1965 with general education provisions . What gets tested is what gets taught.

Rep. Schreiber Beck: You brought up the Supreme court, will this ever be brought before the Supreme Court?

John Sauer: The only legal issue to this particular conduct is this: There is a lawsuit in Louisiana brought by the Governor to get Louisiana out of Common Core, and there is a lawsuit in State Court in the state of Missouri, that the payments to membership fees to Smarter Balance are illegal because Smarter Balance is unconstitutional interstate compact. Either of those cases could be reviewed by the Supreme Court.

Rep. Schreiber Beck: Are you under contract to do this research?

John Sauer: I have received no payments for today. I am testifying for myself. I am contracted in Missouri for private court cases.

Rep. Koppleman: How much would it cost for North Dakota to create an assessment?

Sandra Stotsky: It depends which standards were adopted. We could take one of the current standards of another state. It would be virtually free to adopt existing standards, the cost of assessing would depend what you went with. Massachusetts has 10 years of free testing on their website. You will not get from Smarter Balance a release to use their testing.

Chairman Nathe: So when it comes to the question of money you say it depends on what we adopt but this bill says developing? Could we develop it for $750,000?

Sandra Stotsky: It could be well within the $750,000 that has been set forth. Under if you start with a developed one it shouldn't cost that much. You could use states that have already developed them. In Massachusetts we had no line item costs for developing tests.

Rep. Olson: Are there any states that have accepted Race to the Top funds and who have adopted the Common Core Standards that are required by that, that are not part of consortia?

John Sauer: Certain states have gone down that road and are now backing out. Missouri has passed a bill in 2014 that is very similar to this legislation. They will be developing new standards for 2016-2017 school year.

Rep. Olson: Everyone who adopted Common Core Standards became a member of one of these Consortia?

John Sauer: That is my understanding.

Rep Meier: What bench marking occurred on the validation committee for the Common Core Standards.

Sandra Stotsky: There is no benchmarking that we know of that is why we didn't sign off on it. That is a comparison to other standards in other countries that are seen as high achieving.

Rep. Rohr: We heard of the weaknesses in math and language in common core, what did they do with the students that had fallen behind**?**

Sandra Stotsky: We don't know. This is a work in progress, each state is at a different phase of implementation. The standards were adopted in 2010.

Rep Dennis Johnson: There is concerns with our DPI, as we move forward the person you hire to set up this committee will they be part of the DPI?

Representative Kasper: The interim committee chairman will decide who they will hire and the qualifications. I want to assure the committee that the testifiers are not paid by anyone and that they do not belong to any organization. The travel expenses are paid by the people in this room.

Representative Kasper: The should be able to find qualified people in North Dakota The bill would allow the interim committee to come up with options and opportunities.

Rep. Mock: Minnesota has great standards in Math but they did adopt the Common Core in English?

Sandra Stotsky: Yes they did, I can't tell you about their math testing.

Rep. Mock: You were concerned on the Common Core standards because a private organization developed these standards and they are copyrighted is this correct? And that it was not written by people who were qualified to write standards?

Sandra Stotsky: Yes.

Rep. Mock: There is nothing in this bill that would prevent a private organization from writing the tests, wouldn't be subject to similar copyright protections?

Sandra Stotsky: Then you would have to appoint an interim director that would be someone you could rely on.

Rep. Mock: The bill states the task force includes legislators ,administrators, Higher Ed faculty, does that sound like a qualified task force to draft educational standards?

Sandra Stotsky: I have published a series of steps of how standards should be developed. The critical thing is to get chairmen of these things that come you're your own Higher Education institutions. If you can't trust your own experts I don't know who else you can trust.

Rep. Mock: Who is compensating individuals that are testifying and the three speakers have not been compensated. Do you intend to bid or compete to be a part of the drafting process for educational standards?

Sandra Stotsky: Absolutely not.

Rep. Schreiber Beck: Talking about mathematics, to me a could concur that no ND High schools are teaching calculus or is supplementing their own curriculum for geometry is that you really what you meant?

Mr. Milgram: Common Core doesn't support the path of Calculus or Geometry. If you break the districts into 5 districts, you find that you won't have any access into calculus. The norm would be there is nothing there to say that you have to have a pathway to calculus.

Jerry Ketterling: has an Electrical Degree, from Bismarck, in support of HB 1461. (1:45:00)- (2:09: 35) (See Attachment # 5).

Jared Hendricks: Chairman of Liberty North Dakota Pact, In support of HB 1461. I have approximately 1400 petitions signed by North Dakotans from across the state which are in Legislative Counsel to view and to be archived after session. The petitions indicate their opposition to the Common Core Curriculum. You will find doctors, teachers, mayors, and general population included. (See Attachment # 26).

Amy Jirsa-Smith Testimony in support of HB 1461. Parents in ND. (Attachment #6, 7, 7a-x, 24)(2:11:12)

Chairman Nathe: Is there any opposition to HB 1461.

Kristen Baesler: State Superintendent of Department of Public Instruction, in opposition to HB 1461. (Attachment #8, 9) (2:21:00- 2:47:39)

Rep. Koppleman: Do you think the legislature should have a role in determining the policy that will drive our education system or should the superintendent of DPI be the lone driver of that policy?

Kristen Baesler: I believe the system we have in place, the committee doing the work and making a recommendation, and then the State superintendent making that decision is the correct process. It would be important for legislators to be included in the working committee.

Rep. Schreiber Beck: We had heard comments on getting data and security, would you comment on data and security?

Kristen Baesler: There is nothing more important to me than the safety of our students. And I also include the safety of the cyber world.

Rep. Schreiber Beck: I kept hearing there is no need for the data gathering, is there a need?

Kristen Baesler: The DPI does not send personal data on students but there is reports required of total numbers of students that have taken a test. The local school districts do have the opportunity to collect information that is valuable to them beyond what is required by the state.

Rep. Rohr: Clarification page 3 of your testimony, it indicates here that on April 6th there was a group of people brought together to review and update the ND standards. We actually reviewed our own standards, is that correct?

Kristen Baesler: We began on April 6th to receive nominations for those who would serve on our committee who would review our next ND standards.

Rep. Rohr: Then the next bullet point, May 2010, they were selected and finally on June 10th we actually received from the NDEA the actual common core standards. Was there a comparison made between our standards and common core and was there a statement that ND standards were substandard and we therefore went to Common Core?

Kristen Baesler: There was a cross walk done between the 2010 existing standards and other documents such as Common Core and other assessments. There was an item by item comparison of the standards. They are posted on the website and I will get you the link. (See Attachmnet #27).

Chairman Nathe: In reviewing standards you say a 5-7 year cycle, is that in code or are we stuck with 5-7 ?

Kristen Baesler: It is a guideline we can do it sooner or later.

Chairman Nathe: Is that your decision?

Kristen Baesler: Yes, but with great input from those content teachers.

Rep. Zubke: There are so many teachers concerned with the influx of students from out of state and it take the teachers a long time to bring them up to speed. Are they correct that common core will address some of those problems?

Kristen Baesler: They are correct. The test standards would be same across the states.

Vice Chairman Schatz: What is the possible methods for the state of North Dakota to remove itself from the Smarter Balance Assessment Consortium?

Kristen Baesler: It would take a signature of myself and the governor?

Rep. Schreiber Beck: Do you have an estimate of cost?

Kristen Baesler: We can tell you historically what it will cost to revise.

Chairman Nathe: I have also asked counsel for that and I will get it to the committee.

Rep. Olson: Do you know when the original was signed and have we had a fiscal or legal analysis of that membership would be?

Kristen Baesler: I do not know of an analysis done but I do know the average cost is considerably less for the state assessment.

Marc Bluestone: Superintendent of New Town Public School , in opposition to HB 1461 (2:59:13) - (3:04:00). (See Attachment #10).

Chairman Nathe: Have you had any parental response for your curriculum?

Marc Bluestone: We have had no less than 2 dozen input meeting over the last four years and there has been no parental disagreement.

Rep. Schreiber Beck: The data collection topic, are the parents concerned about that?

Marc Bluestone: We have not had any parent concern about this.

Chairman Nathe: How long have you been doing this?

Marc Bluestone: It has been 6 years ago when we started the process. We spent a lot of time so all the teachers are on board and can answer questions about the curriculum and testing. We spent a lot of time on workshops and meetings.

Rep. Meier: You stated your district has spent over $500,000 dollars to address having a better quality curriculum. How was the $500,000 thousand spent?

Marc Bluestone: It has been spread across the board on workshops, technology and curriculum. We have technology standards starting from Kindergarten all the way through 12th grade.

Rep Meier: Was some of the $500,000 thousand dollars was part of that grant money?

Marc Bluestone: The bulk of that was local money, we received a windfall from the government from flood and oil. We do not have any foundation aid.

Rep. Hunskor: You began to work with Common Core 6 years ago?

Marc Bluestone: We starting following the North Dakota Curriculum development. We needed to align ourselves to do a better job.

Rep. Hunskor: As your teachers began implementing this, what was the response of your teachers?

Marc Bluestone: We had older teachers, at the start it was rocky, but making sure the teachers knew what effective instruction and testing looks like worked well. By June all of our curriculum will be meeting the North Dakota Standards. We know this is the best thing we can do for our children.

Rep. Rohr: We need to have qualified teachers to teach by standards, did you lose any teachers since going to these standards?

Marc Bluestone: We live in a high risk area for apathy if they get the homework done or not. Last year we had 6 people who retired. We do a lot of work for professional development.

David Flowers: Superintendent of West Fargo Public Schools. (See Attachment # 11) (3:15:38)- (3:20:15).

Rep. Mock: As a superintendent can you speak to the different standards of Minnesota and North Dakota and if you notice if students in Minnesota are better prepared in math?

David Flowers: I can't speak to the comparison of students between the two states. We are partners with Moorhead, all three districts work together to unpack the Common Core standards.

Rep. Mock: As part of the consortium Fargo , West Fargo and Moorhead are you having to go beyond the base standards that ND has set in terms of math in order to keep up with Minnesota?

David Flowers: We are ramping up our math standards just to align with Common Core standards. I can't speak to Minnesota.

Vice Chairman Schatz: What are the incentives for a student to do well on a standardized test?

David Flowers: The ACT has incentive because you tie dollars to it. The state assessment would be taken seriously as becomes it becomes more rigorous.

Vice Chairman Schatz: Why should they do well?

David Flowers: Trying to work on owning their own learning and tying money to achievement.

Rep. Koppleman: New standards are more rigorous, but later you say they might not be adequate. Do you think these standards are college ready?

David Flowers: They are more ready than before, but we test what we value. If we really value the 4 c's we need to teach and test to that. Common Core takes us in a positive direction but we need to keep working on it.

Rep. Koppleman: It seems like with common core, we are seeing a drive towards skills, should skills be more of a focus than knowledge?

David Flowers: The knowledge will always be there. That is why our strategic plan now has foundation skills first. What is different about the ND standards based on Common Core it requires foundation knowledge but it takes students beyond where they apply their skills.

Rep. Kelsh: Over the past years we have had emails that said Common Core has dumbed down the standards. Are you aware that this is happening?

David Flowers: I believe we are ramping them up, students are asked to understand mathematics more deeply. There are multiple ways to do a problem.

Robert Grosz: Associate Superintendent for teaching and Learning for the Fargo Public Schools, In opposition to HB 1461. (3:29:10)-(3:32:02) (See Attachment #12).

Rep. Schreiber Beck: Parents concern on data collection issues?

Robert Grosz: We have had parent concerns about this and we had conversations

Chairman Nathe: What are the results?

Robert Grosz: The parents continue to have questions and we continue to have the conversations to explain.

Vice Chairman Schatz: Have you taught a classroom the standards since we have Common Core?

Robert Grosz: Currently no.

Morgan Forness: State Association of Nonpublic Schools. In opposition to HB 1461. (3:33:33)-(3:38:06) (See Attachment #13).

Rep. Kelsh: Is there private schools that do not answer to DPI standards?

Morgan Forness: I am respect any parents right to choose. I am representing private schools from our organization they do follow the standards but how they implement those standards is up to them.

Rep. Olson: Do your 45 schools adopt the North Dakota standards?

Morgan Forness: In order to operate in North Dakota we must adhere to standards whether we are public or private?

Rep. Olson: Will the private schools you represent be adopting the Common Core assessments?

Morgan Forness: I can't speak for all the schools, but the majority will be taking the state standardized assessment.

Rep Meier: What is the policy if there is a parent that doesn't want their child to take the test.

Morgan Forness: We have a form to fill out and they can opt out.

AndyPeterson: President of the Greater North Dakota Chamber (3:42:32)-(3:44:47) (See Attachment # 14, 14 a, 25, 25 a-b).

Rep. Koppleman: How much money has the chamber received from outside grants?

Andy Peterson: $22,000 dollars.

Rep. Koppleman: Did the chamber membership vote on promoting the Common Core?

Andy Peterson: We have a lengthy process for membership. We have multiple meetings and discuss things and when the full board votes on it, it becomes policy. There is times during the legislative process where we have a rapid response team when necessary.

Rep. Rohr: Multiple meetings around the state, what about feedback, have you had any parents responding to you?

Andy Peterson: We do get emails from parents and we do try to take the feedback into consideration.

Joe Sheehan: Manager of a Cornerstone Bank?, in opposition to HB 1461(3:48:01) - (3:51:04) As a business leader is an education system in North Dakota who educates people who have the high standards I need for employees. I urge a do not pass on HB 1461. The more data you have or the more information you have to bring students up, it is helpful.

Ned Clooten: Prinicipal at Wahpeton High School , in opposition to HB 1461(3:53: 41) - (3:58:22) (See Attachment # 15).

Rep. Mock: Do you know what the differences are from the Common Core and the Minnesota standards?

Ned Clooten: We will know soon because we have signed on with them to have all their take the ACT then we can compare.

Rep. Mock: Minnesota states they are not a Common Core state have you seen their assessments for math?

Ned Clooten: No I do not.

Michelle Bertsch, North Dakota State Standards Writing Team in opposition to HB 1461. (4:01:29-4:05:21) (See Attachment #16).

Lynn Mitzel: Professional Educator of North Dakota in opposition to HB 1461. (4:05:50-4:11:41) (See Attachment #17).

Lori Young: 3rd GradeTeacher in Grand Forks, HB 1461 (4:11:40-4:16:44 In opposition to HB 1461. (See Attachment # 18, 19).

Dr. Kristen Johnson English Teacher at Grand Forks High School in opposition of HB 1461(4:16:50-4:19:42)

Testimony from Aimee Copas: in opposition to HB 1461(Attachment #20, 20 a, 21,21 a-f,22, 23, 24 a-j).

Rep. Kelsh: You have served on the committee that signed off on the final product of the assessment. A statement was made that you signed off on Common Core standards verbatim, is that true?

Michelle Bertsch and Lynn Mitzel: To a degree we could not change it but we did add to it.

Rep. Kelsh: Was there anything in those standards you wanted them to change or were they good standards?

Michelle Bertsch and Lynn Mitzel: They were good standards, these were for all our students so we wanted them to apply to all.

Chairman Nathe: Was there anybody from the committee of 70 that did not sign off on the standards.

Michelle Bertsch and Lynn Mitzel: No not to our knowledge. we were given a long time to unpack these standards, over a two year period.

Chairman Nathe: Was ND doing these standards already.

Michelle Bertsch and Lynn Mitzel: Yes if you look at the comparisons. There is practice tests on line and you can take a look at them. It is more to understanding and applying skills.

Rep Meier: The standard are copyrighted. So you cannot change them.

Michelle Bertsch and Lynn Mitzel. We did not change them we added to them to make the documents our own. We have other states that email us and bounce off questions to each other. To have the language to pull from all over the country, and we share and collaborate. It is important data when we compare ourselves with others in the country.

Vice Chairman Schatz: How are you chosen?

Michelle Bertsch and Lynn Mitzel: By my principal and district curriculum person.

Vice Chairman Schatz: So it wasn't by your peers and how much were you paid,

Michelle Bertsch and Lynn Mitzel: Just a stipend and travel expenses.

Vice Chairman Schatz: 64 people 7 were men, why is the committee so lobsided?

Michelle Bertsch and Lynn Mitzel: We didn't have control over who was nominated.

Rep. Koppleman: You favor a national test and standards, that would suggest do you think the end justified the means?

Michelle Bertsch and Lynn Mitzel: I know how well I am doing because of the testing standards in comparison to the nation, without the data how do we improve and to see if one state is doing better than us.

Rep. Olson: It sounds like the process was very collaborative, do you have any comment on research of evidences that support these standards?

Michelle Bertsch and Lynn Mitzel: If you look at high performing countries they narrow down the core knowledge, and that is what these standards do, they pick out what is really important as students move forward. I am amazed at the thought process and what is really important there. The document is dynamic, it will change as the kids change.

Rep. Hunskor: As you reviewed the Common Core standards did you find you had to add to them to put them in a form the teachers could understand?

Michelle Bertsch and Lynn Mitzel: Absolutely. Often times teacher don't know what they don't know. The professional development piece around these standards is huge.

Rep. Hunskor: So if I said there were 20 standards, how many do have to add on to?

Michelle Bertsch and Lynn Mitzel: We added on all of them, we wanted to give our teachers examples so they could really understand them.

Chairman Nathe: It took you two years?

Michelle Bertsch and Lynn Mitzel: It really was a two year process.

Rep. Olson: Is it a problem as having a ceiling on the standards to how much we can add to them?

Michelle Bertsch and Lynn Mitzel: We don't have a ceiling here. They do not look at the standards and say I need to stop because they are career ready. They continue to learn. We are not limiting our students to only certain routes.

Chairman Nathe: Explain the copyright issue Superintendent Baesler.

Kristen Baesler: The Common Core is license so it is copyrighted. For educational purposes you can use parts of and segments of and give credit to the writer. You have to receive permission to change or use it. You cannot change or add more than 15 % or water it down. You can use parts of it.

Rep. Olson: Did we have anyone from the Institutions of Higher Education involved in which we examined the standards before we adopted them?

Kristen Baesler: Yes we did, Dr. Lisa Feldner and Dr. Julie Russell, they talk about the vertical alignment that we go from 12 to 13th grade. We have higher education for higher standards, this will assist our admissions to universities.

Rep. Koppleman: We have the ability to be less restrictive on a standard we have that ability, because we call them ND standards?

Kristen Baesler: We adopted the North Dakota standards from Common Core standards, but when we go through a revision, certainly we can be less restrictive.

Rep. Koppleman: You had the public feedback survey whether we should take the standards and 2/3rds of this group said we should. We adopted the verbatim language, but it would not allow us to change the language. Is this what we have today the verbatim language?

Kristen Baesler: We did not change it but we added to it. They wanted to be part of that group and wanted to be part of that national effort to adopt the common core.

Rep. Mock: The copyright was a concern, if HB 1461 would become law and we would write our own standards would those standards be copyrighted?

Kristen Baesler: Yes we would want to give credit to the author, but it doesn't mean another state couldn't use the standards with giving credit to the author.

Rep. Mock: We do know that it is common practice for the standards to be licensed. Can your department provide me the difference between the Minnesota mathematics standard and the Common Core standards.

Kristen Baesler: I will certainly do that. A friend from Minnesota said they are almost indistinguishable.

Rep. Kelsh: Constitutionality had been brought up, has state or federal constitution been awry there?

Kristen Baesler: Yes we have an attorney, we make sure we are doing what is defined by the federal and state law.

Rep. Olson: With the math standards can we decide to just take Minnesota's?

Kristen Baesler: Yes we can and still remain part of Smarter Balance.

Chairman Nathe: Closed the hearing on HB 1461.

2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Pioneer Room, State Capitol

HB 1461
2/4/2015
23178

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Donna Whetham

Explanation or reason for introduction of bill/resolution:

Relating to the authority of the superintendent of public instruction and other state officials and agencies, and to standards and assessments; to amend relating to the duties of the superintendent of public instruction and professional development; to repeal relating to state assessments; to provide an appropriation, a legislative management study; an effective date; and to declare an emergency.

Attachment # 1,2.

Minutes:

Chairman Nathe: reopened HB 1461. (See attachment # 2).

Vice Chairman Schatz: Motion to take out in page 5 , Section 8 , line 21 -25 the appropriation of $750,000.

Rep. Koppleman: Seconded.

Vice Chairman Schatz: The point of this would cut out the money and we are under no pressure to act on the entire bill. This would be a start, cut off the appropriation and then look at the rest.

Rep Dennis Johnson: Isnt that part of the purpose of the money is to get a person to consult with? What is the purpose of the bill if you have no one to find new standards?

Vice Chairman Schatz: That comes in the rest of the bill with the amendments, you will see it won't require money.

Rep. Mock: it is section 7 of the bill, if there is no appropriation you have a directive of legislative management and an interim committee to rewrite ND standards and find a replacement for Common Core without resources. I am afraid of removing section 8 is not enough, there will still be a cost. The only to remove the deadline is to remove section 7 and Section 8.

Chairman Nathe: In the bill they have to hire an executive director, that is going to be a $200-$300 thousand dollars. Removing this doesn't help.

Vice Chairman Schatz: I will withdraw my motion.

Rep. Koppleman: I will withdraw my Second.

Vice Chairman Schatz: I will move to remove section 7 and section 8.

Rep. Koppleman: Seconded.

Rep. Kelsh: If we withdraw section 7 and 8 we still have the rest of the bill that guts the power of DPI , where will we be?

Rep. Olson: That is why we have to wait to see Representative Kasper's amendments to the bill.

Chairman Nathe: We are looking at takin out section 7 and 8 at this time.

Rep. Schreiber Beck: When you look at local levels developing new standards and won't there be a cost there at the local level and won't there be further appropriation to make that happen?

Chairman Nathe: There is, they will run through a lot of costs and we will get those.

Rep. Koppleman: The cost for that may be not born by the state, so it may not require a direct appropriation. Why I think this is a good amendment there is some language in the bill that needs some work. I support this motion because we should not be making a decision until we have time to read through all the testimony and it is a little disrespectful and for the technical reason.

Vice Chairman Schatz: I have also requested from the superintendent a budget of the teachers that did the Common Core standards. I want to see some numbers. This is a start to getting this far more palatable for everyone in this room.

Rep. Mock: I don't know how comfortable I am removing the study and the appropriation without knowing how else we are going to amend the bill. Is it possible to have an insight of what else we will be changing in other amendments?

Chairman Nathe: Is there something that will affect Section 7 & 8, do we need to take up those amendments first?

Vice Chairman Schatz: No, section 7 & 8 takes out the money, which take the pressure off to have this bill out today. There is some information we don't know about yet and truthfully I would like Representative Kasper present his amendment. I feel comfortable but not completely comfortable. Mr. Chairman, Superintendent Baesler's powers are put back in for the most part.

Chairman Nathe: As far as the money is concerned this will still have to go to appropriations not matter what we do in this.

Rep. Kelsh: Many times if we put the power to the school district we get the fiscal note stating that. This I will require it goes to appropriations no matter what we do.

Chairman Nathe: Costs for common core standards of development. (See Attachment #1).

Rep. Koppleman: We have other bills that have a fiscal note that have shown no fiscal impact, and not every bill has to go to appropriations, there has been other bills where they have removed appropriations.

Chairman Nathe: There will require to hire and executive director and that will require money.

Voice vote taken: Ayes and Nays. Undistinguishable so roll call vote taken.

A Roll Call Vote was taken. Yes: 5 No: 8 Absent: 0 Motion failed.

Rep. Koppleman: I would like to wait until Representative Kasper was here to explain the amendment and allow more time to deliberate this bill.

Chairman Nathe: I talked to Representative Kasper once we do amendments we are moving it. We were going to go over it yesterday and I gave it another day.

Vice Chairman Schatz: Moved Do Pass on amendment 15.0289.06003.

Rep. Rohr: Seconded.

Chairman Nathe: Is this the amendments that were handed out at the hearing.

Vice Chairman Schatz: That amendment was incorporated into this one but this one has more added.

Chairman Nathe: Representative Kasper gave us amendment at the hearing ending in 6001 and that language is in Section 1 or the new amendments and we have additional language in Sections 2,3,4,5 of the new amendments.

Rep. Koppleman: May I explain the amendments as best I can.

Chairman Nathe: Vice Chairman Schatz is that alright with you?

Rep. Koppleman: Explained amendments. (See Attachment #2).(15:50-20:48).

Rep. Mock: Looking at Section 4 looks like it has not been changed.

Rep. Koppleman: This is prepared by Anita Thomas from legislative counsel, if you look at the first page I believe the intent would be listed as a hog house amendment.

Chairman Nathe: I think that is existing language and put in the amendment just so it fits. We will get clarification from Anita.

Rep. Mock: normally it describes where in Century Code that language is, Section 4 doesn't have such reference. I do believe, Section there because it was a withdrawal of the state assessment there would be some state assessment that will be required. I do believe Section 3 would require a fiscal note. I do believe this will have to go to appropriations.

Kristen Baesler: Superintendent of DPI. If it is public law that state assessments are required, there will be cost. (24:50)

Chairman Nathe: That is federal law. There will be cost.

Rep. Koppleman: Does the language in the bill say you have to spend money on something?

Kristen Baesler: It will violate a federal law, I cannot have no assessments.

Rep. Schreiber Beck: Are there any federal funds given for the tests?

Kristen Baesler: Yes . Since it is federal law there are federal funds given.

Rep. Kelsh: Section 1 will have you withdraw from any agreements you signed. Can you unilaterally withdraw without the governor's signature.

Kristen Baesler: Because it is a contract so I can withdraw without the governor's signature.

Rep Meier: Can you go through the withdrawal process and how much time you would have to have to withdraw?

Kristen Baesler: It is built into our contract that we can withdraw.

Rep. Schreiber Beck: In Section 2 in the amendment addresses the Superintendent of Public Instruction may not commit this state or any political subdivision of this state to participate in any organization and therefore, does that have other implications for you? I know it is aiming at Common Core, is that a broad sweep of what you can and cannot do?

Kristen Baesler: It is a very broad sweep, and multiple levels, not just in assessments but in professional development, ATC and etc.

Rep. Schreiber Beck: From the local level what couldn't you participate in?

Kristen Baesler: Things like, we are working with SD and MT, across state lines on some math and science alignments.

Chairman Nathe: The question is in the amendment in Section 4 it is not under struck language is that existing or new?

Anita Thomas: Legislative Counsel: That is new language the fact it is not underlined and the fact it is capitalized caption mean it goes in session laws but is not placed in the Century Code. Treat it as you would any other study.

Rep. Mock: Would there be a fiscal note with Section 4 required?

Anita Thomas: This would be a study there is no appropriation for the bill

Rep. Koppleman: Is there anything in this bill to send this to appropriations for the bills

Anita Thomas: At this point there is no appropriation to the bill and there would be no reason to send it to appropriations and it means the group would have to find other resources to fund it, if it needed to fund itself.

Chairman Nathe: You are talking about the amendment not the bill as a whole/

Anita Thomas: Correct.

Rep. Schreiber Beck: In section 4, only ND people should work on ND standards. Are these just ND folks or anyone?

Chairman Nathe: I believe they mean for members of the public. Rep. Koppleman will you clarify that?

Rep. Koppleman: Under A and B both say "higher institutions in the state" and I believe that a superintendent in a district, it suggests it is a district in the state. It is the intent it would be ND people.

Chairman Nathe: Clerk will take a roll call vote for the amendment.

A Roll Call Vote was taken. Yes: 4 No: 9 Absent: 0. Motion fails.

Rep. D. Johnson: Moved Do Not Pass.

Rep. Kelsh: seconded.

Vice Chairman Schatz: I request a divided committee report under rule 602. And I have three signatures.

Rep. Mock: If three members would want the amendment and it would be a do pass.

All dissenters agreed with the minority/majority report request.

Rep. Koppleman: I would like the record to show from my perspective there is an inadequate amount or time for this bill to be considered and we have not had due process here.

Chairman Nathe: We gave it enough time. I talked to Representative Kasper, and due process was served.

Rep. Olson: This is an important decision and has divided this state. I agree we did not have enough time to consider this bill. We need to unite the parents and administrators by trying to work together. HB 1461 is a flawed bill and I don't want to vote the wrong way. We have such a short time to consider this bill. I have serious concerns in the way this process has been treated.

Rep Dennis Johnson: We have worked hard with parent. We have been working and listening to folks for a long time. People have been working on this since 2005. Let's get rid of this bill and see how what is in place works for a while.

Rep. Kelsh: We have heard the same message over and over. We did not have a lot of parent that has said it is terrible.

Rep. Zubke: I do not think that it is our responsibility to take bad bills and work them into a compromise. There are bills that should not be passed.

Rep. Rohr: I concur that the committee was not given enough time. They were limited on the time to testify on the bill. We spent more time on the UND bill for the logo.

Chairman Nathe: It is not our requirement to just give you 8-5 to read information. We have been hearing this for two years. We have heard from both sides over and over. There was nothing really new for information. The frustration is we only have so much time and we all share your frustration and we have to work within the parameters. You have received hundreds of email and phone calls. We have to do our homework.

Rep. Looysen: My reason for declining the amendments is we are really rationing down the DPI, and I don't think we should be doing that, and I appreciate our system in ND at least the bill has been heard.

Chairman Nathe: I share your concerns too. I was surprised to see the bill, I expected it to remove the Common Core standards but half the bill is to remove the position of the Superintendent of DPI. That was quite a shock to me, and it hurts their cause.

Rep. Olson: It is better in most cases to not pass a bad bill. We don't have enough time with the bills and I have heard people say let's pass it and let the Senate take care of it. I want things done right. How we get there I don't know. I am very frustrated in that pursuit. We didn't hear from a lot of parents in the hearing. The parents should have been more involved. It's an imperfect bill but I can't see another way to address this.

Rep. Hunskor: Through the whole thing the problem is all about the process of Common Core, not much about what is going on in the classroom, the important thing for

me is the kids. Is it good for kids or not? For the most part my districts indicated their kids were buying into it. That is basically the message I heard from educators. We find out how it works by talking to the teachers and classrooms. We find that out by talking to the teachers who work with these kids.

Chairman Nathe: I did go to Hazen and Beulah, and there was excitement with the kids and the teachers. Those teachers say it is a process and it is working with the kids. I do oppose this bill because we are only in the second year and it is working, plus it guts the superintendent of DPI's authority.

Rep. Mock: I am glad you offered a divided committee report. I think that is an important issue we have to discuss on the floor. I have an issue with the amendments. I reserve my right to vote on the amendment. I am reluctant to support HB 1461. This is the sixth version of the bill and I am happy we have a divided committee report. We will have to send this to appropriations. I don't like to have a timeline. I know we have an impossible deadline. I will support the do not pass motion.

Rep. Koppleman: We should not use Monday as an excuse to rush us through today. They are worried about what is happening everywhere but in the classroom. I am concerned about that issue too. Who is making decisions for us and I regret we are where we are.

Rep. Hunskor: My remarks were from my visits in my district in the classrtooms and I respect the folks who don't support Common Core.

Rep. Schreiber Beck: I believe children come first. I have had the statement directed to me that we want no federal intervention in our schools. I am afraid people don't realize what is being said is rote and they don't know what is being said. It is almost how do you market appropriately?

Vice Chairman Schatz: Governor of Texas and another person was debating Common Core on television, he said google 9+6 Common Core and I did that. It is surprising what came up. We should all do this to understand Common Core a little better.

Chairman Nathe: Any other questions? Seeing none. Clerk will take the roll on Do Not Pass on HB 1461.

A Roll Call Vote was taken. Yes: 9 No: 4 Absent: 0.

Motion carried.

Rep. Schreiber Beck: will carry the bill.

15.0289.06003
Title.07000

Prepared by the Legislative Council staff for
Representative Kasper
February 3, 2015

1 of 3
2-4-15

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1461

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact two new sections to chapter 15.1-02 and a new section to chapter 15.1-21 of the North Dakota Century Code, relating to contractual obligations and the suspension of state assessments; to provide for the creation of a North Dakota standards development committee; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Withdrawal from contractual obligations.

1. On the effective date of this Act, the superintendent of public instruction shall provide written notification to any and all parties with whom the superintendent has contracted and indicate that the state of North Dakota, whether as a state or acting by and through the superintendent of public instruction, in the superintendent's capacity as the chief administrative officer of the North Dakota department of public instruction, is required by this section to withdraw immediately from all participation in or obligations otherwise incurred as a result of the contract, if the contract was signed before the effective date of this Act and if the contract in any way, directly or indirectly, pertains to content standards or the assessment of North Dakota students.

2. On the effective date of this Act, the superintendent of public instruction shall provide to the legislative management a certified copy of all notifications of immediate withdrawal required under subsection 1, together with a sworn or affirmed statement that the superintendent of public instruction has no knowledge of any other documents or commitments that fall within the expressed requirements or the expressed intent of this section.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Superintendent of public instruction - Authority - Limitation.

1. Without statutory authorization by the legislative assembly, the superintendent of public instruction may not commit this state or any political subdivision of this state to participate, at any level, in any organization, consortium, association, or like entity, if the participation requires, will require, or potentially could require either an expenditure of public funds or changes in the laws of this state.

2. Without statutory authorization by the legislative assembly, the superintendent of public instruction may not be a signatory to any

document that commits this state or any political subdivision of this state to participate, at any level, in any organization, consortium, association, or like entity, if the participation requires, will require, or potentially could require either an expenditure of public funds or changes in the laws of this state.

SECTION 3. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

State assessments - Administration - Suspension.

Notwithstanding any other law, the administration of state assessments is suspended for the period beginning with the effective date of this Act and ending on June 30, 2017.

SECTION 4. NORTH DAKOTA CONTENT STANDARDS DEVELOPMENT COMMITTEE - DUTIES.

1. The North Dakota content standards development committee consists of:

   a. One individual who is a content expert in the area of English language arts and currently employed at an institution of higher education in this state;

   b. One individual who is a content expert in the area of mathematics and currently employed at an institution of higher education in this state;

   c. One school district superintendent employed by a district that is not similar in size to that which employs the individual referenced in subdivision d;

   d. One school or school district administrator other than a superintendent;

   e. One individual with a master's degree currently employed by the board of a school district in this state to teach English language arts at the high school level;

   f. One individual with a master's degree currently employed by the board of a school district in this state to teach mathematics at the high school level;

   g. One individual with a master's degree currently employed by the board of a school district in this state to teach English language arts at the elementary level;

   h. One individual with a master's degree currently employed by the board of a school district in this state to teach mathematics at the elementary level;

   i. One individual who by education and experience is familiar with educational technology; and

   k. Four members of the legislative assembly.

2. a. Each individual referenced in subsection 1 must be selected by a panel consisting of the speaker of the house of representatives, the president pro tempore of the senate, the majority and the minority

leader of the house of representatives, and the majority and the minority leader of the senate.

b. Each individual referenced in subsection 1 must be selected with due regard to the creation of a committee that has balanced perspectives and the capability of fairly and objectively assessing all information to come before it.

3. The committee shall meet at the call of the superintendent of public instruction, who shall serve as the chairman. The superintendent of public instruction may cast a vote only if needed to break a tie.

4. a. The committee shall develop North Dakota content standards for each grade from kindergarten through twelve, in the areas of English language arts and mathematics.

b. The standards must be internationally benchmarked to ensure that North Dakota students are prepared to achieve and succeed in a knowledge-based globally competitive society and economy. For purposes of this subdivision, "internationally benchmarked" means highly correlated to standards used in high-performing countries, as defined in accordance with scholastic performance rankings published by the program for international student assessment and the trends in international mathematics and science study.

5. Before August 1, 2016, the committee shall present the completed content standards to the legislative management, together with any recommendations regarding the adoption of the standards.

SECTION 5. EMERGENCY. This Act is declared to be an emergency measure."

Renumber accordingly

Date: 2/4/15
Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1461

House Education Committee

☐ Subcommittee

Amendment LC# or Description: remove section 7+8

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep. Schatz Seconded By Rep. Koppelman

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe			Rep. Hunskor		
Vice Chairman Schatz			Rep. Kelsh		
Rep. Dennis Johnson			Rep. Mock		
Rep. B. Koppelman					
Rep. Looysen					
Rep. Meier					
Rep. Olson					
Rep. Rohr					
Rep. Schreiber Beck					
Rep. Zubke					

Voice Vote

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

remove Sect. 7+8 undistinguishable

amendment motion failed

Date: 2/4/15
Roll Call Vote #: 2

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1461

House Education Committee

☐ Subcommittee

Amendment LC# or Description: amendment to remove 7+8 sections

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Schatz Seconded By Rep Koppelman

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe		✓	Rep. Hunskor		✓
Vice Chairman Schatz	✓		Rep. Kelsh		✓
Rep. Dennis Johnson		✓	Rep. Mock		✓
Rep. B. Koppelman	✓				
Rep. Looysen		✓			
Rep. Meier	✓				
Rep. Olson	✓				
Rep. Rohr	✓				
Rep. Schreiber Beck		✓			
Rep. Zubke		✓			

Total (Yes) 5 No 8

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

remove Sect. 7+8.

Motion failed

Date: 2/4/15
Roll Call Vote #: 3

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1461

House Education Committee

☐ Subcommittee

Amendment LC# or Description: 15.0289.06003

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Schatz Seconded By Rep Rohr

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe		✓	Rep. Hunskor		✓
Vice Chairman Schatz	✓		Rep. Kelsh		✓
Rep. Dennis Johnson		✓	Rep. Mock		✓
Rep. B. Koppelman	✓				
Rep. Looysen		✓			
Rep. Meier		✓			
Rep. Olson	✓				
Rep. Rohr	✓				
Rep. Schreiber Beck		✓			
Rep. Zubke		✓			

Total (Yes) 4 No 9

Absent 0

Floor Assignment Schatz carrier for Minority Report

If the vote is on an amendment, briefly indicate intent:

failed to amend.
to go house amendment
—
minority

Date: 2-4-15
Roll Call Vote #: 4

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1461

House Education Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☒ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Johnson Seconded By Rep Kelsh

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe	✓		Rep. Hunskor	✓	
Vice Chairman Schatz		✓	Rep. Kelsh	✓	
Rep. Dennis Johnson	✓		Rep. Mock	✓	
Rep. B. Koppelman		✓			
Rep. Looysen	✓				
Rep. Meier	✓				
Rep. Olson		✓			
Rep. Rohr		✓			
Rep. Schreiber Beck	✓				
Rep. Zubke	✓				

Total (Yes) 9 No 4

Absent 0

Floor Assignment Rep. Schreiber Beck

If the vote is on an amendment, briefly indicate intent:

majority vote

REPORT OF STANDING COMMITTEE (MAJORITY)

HB 1461: Education Committee (Rep. Nathe, Chairman) A **MAJORITY** of your committee (Reps. Nathe, Meier, Schreiber Beck, Zubke, Hunskor, Kelsh, Mock, D. Johnson, Looysen) recommends **DO NOT PASS**.

REPORT OF STANDING COMMITTEE (MINORITY)

HB 1461: Education Committee (Rep. Nathe, Chairman) A **MINORITY** of your committee (Reps. Schatz, B. Koppelman, Olson, Rohr) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS**.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact two new sections to chapter 15.1-02 and a new section to chapter 15.1-21 of the North Dakota Century Code, relating to contractual obligations and the suspension of state assessments; to provide for the creation of a North Dakota standards development committee; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Withdrawal from contractual obligations.

1. On the effective date of this Act, the superintendent of public instruction shall provide written notification to any and all parties with whom the superintendent has contracted and indicate that the state of North Dakota, whether as a state or acting by and through the superintendent of public instruction, in the superintendent's capacity as the chief administrative officer of the North Dakota department of public instruction, is required by this section to withdraw immediately from all participation in or obligations otherwise incurred as a result of the contract, if the contract was signed before the effective date of this Act and if the contract in any way, directly or indirectly, pertains to content standards or the assessment of North Dakota students.

2. On the effective date of this Act, the superintendent of public instruction shall provide to the legislative management a certified copy of all notifications of immediate withdrawal required under subsection 1, together with a sworn or affirmed statement that the superintendent of public instruction has no knowledge of any other documents or commitments that fall within the expressed requirements or the expressed intent of this section.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Superintendent of public instruction - Authority - Limitation.

1. Without statutory authorization by the legislative assembly, the superintendent of public instruction may not commit this state or any political subdivision of this state to participate, at any level, in any organization, consortium, association, or like entity, if the participation requires, will require, or potentially could require either an expenditure of public funds or changes in the laws of this state.

2. Without statutory authorization by the legislative assembly, the superintendent of public instruction may not be a signatory to any document that commits this state or any political subdivision of this state to participate, at any level, in any organization, consortium, association, or like entity, if the participation requires, will require, or potentially could require either an expenditure of public funds or changes in the laws of this state.

SECTION 3. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

State assessments - Administration - Suspension.

Notwithstanding any other law, the administration of state assessments is suspended for the period beginning with the effective date of this Act and ending on June 30, 2017.

SECTION 4. NORTH DAKOTA CONTENT STANDARDS DEVELOPMENT COMMITTEE - DUTIES.

1. The North Dakota content standards development committee consists of:

   a. One individual who is a content expert in the area of English language arts and currently employed at an institution of higher education in this state;

   b. One individual who is a content expert in the area of mathematics and currently employed at an institution of higher education in this state;

   c. One school district superintendent employed by a district that is not similar in size to that which employs the individual referenced in subdivision d;

   d. One school or school district administrator other than a superintendent;

   e. One individual with a master's degree currently employed by the board of a school district in this state to teach English language arts at the high school level;

   f. One individual with a master's degree currently employed by the board of a school district in this state to teach mathematics at the high school level;

   g. One individual with a master's degree currently employed by the board of a school district in this state to teach English language arts at the elementary level;

   h. One individual with a master's degree currently employed by the board of a school district in this state to teach mathematics at the elementary level;

   i. One individual who by education and experience is familiar with educational technology; and

   k. Four members of the legislative assembly.

2. a. Each individual referenced in subsection 1 must be selected by a panel consisting of the speaker of the house of representatives, the president pro tempore of the senate, the majority and the minority leader of the house of representatives, and the majority and the minority leader of the senate.

   b. Each individual referenced in subsection 1 must be selected with due regard to the creation of a committee that has balanced perspectives and the capability of fairly and objectively assessing all information to come before it.

3. The committee shall meet at the call of the superintendent of public instruction, who shall serve as the chairman. The superintendent of public instruction may cast a vote only if needed to break a tie.

4. a. The committee shall develop North Dakota content standards for each grade from kindergarten through twelve, in the areas of English language arts and mathematics.

   b. The standards must be internationally benchmarked to ensure that North Dakota students are prepared to achieve and succeed in a knowledge-based globally competitive society and economy. For purposes of this subdivision, "internationally benchmarked" means highly correlated to standards used in high-performing countries, as defined in accordance with scholastic performance rankings published by the program for international student assessment and the trends in international mathematics and science study.

5. Before August 1, 2016, the committee shall present the completed content standards to the legislative management, together with any recommendations regarding the adoption of the standards.

SECTION 5. EMERGENCY. This Act is declared to be an emergency measure."

Renumber accordingly

The reports of the majority and the minority were placed on the Seventh order of business on the calendar for the succeeding legislative day.

2015 TESTIMONY

HB 1461

#1 HB1461 2/2/15

15.0289.06000

Sixty-fourth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1461

Introduced by

Representatives Kasper, Rick C. Becker, Belter, Dosch, Kempenich, Ruby, Streyle, Thoreson, Vigesaa

Senators Bowman, Dever, Larsen

A BILL for an Act to create and enact a new section to chapter 15.1-02, two new sections to chapter 15.1-21, and a new section to chapter 54-06 of the North Dakota Century Code, relating to the authority of the superintendent of public instruction and other state officials and agencies, and to standards and assessments; to amend and reenact sections 15.1-02-04 and 15.1-21-12 of the North Dakota Century Code, relating to the duties of the superintendent of public instruction and professional development; to repeal sections 15.1-21-08, 15.1-21-09, 15.1-21-10, and 15.1-21-11 of the North Dakota Century Code, relating to state assessments; to provide an appropriation; to provide for a legislative management study; to provide an effective date; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-04. Superintendent of public instruction - Duties.

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state~~.~~;
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel ~~regarding the welfare~~ of the schools~~.~~;
3. Shall ~~supervise~~participate in the development of ~~course~~ content standards~~.~~;
4. ~~Shall supervise the assessment of students.~~;
5. Shall serve as an ex officio member of the board of university and school lands~~.~~;
6. Shall keep a complete record of all official acts and appeals~~.~~;

c. A separate list of the professional development activities in which the district participated during the preceding school year and the amount of time committed to the activities.

2. The superintendent of public instruction shall compile the information submitted under this section to determine how much of the available funding for professional development was used by school districts in this state ~~and, beginning with the reports due on or before October 1, 2002, whether the expenditure correlated with increased student achievement on the reading and mathematics tests required by section 15.1-21-08~~.

SECTION 4. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Withdrawal from smarter balanced consortium.

On the effective date of this Act, the governor and the superintendent of public instruction shall provide written notification to the smarter balanced consortium indicating that this state is no longer a participant in the smarter balanced consortium.

SECTION 5. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Interim standards and assessments.

1. Beginning with the 2015-16 school year and extending until such time as North Dakota content standards for the areas of English language arts and mathematics have been developed, approved by the legislative assembly, and fully implemented, the board of each school district shall determine the English language arts and mathematics content standards that will be used in the schools of the district and shall determine the manner in which students will be assessed.
2. A school district may act independently, jointly with one or more school districts, or as a member of a regional education association, to meet the requirements of this section.

SECTION 6. A new section to chapter 54-06 of the North Dakota Century Code is created and enacted as follows:

c. A separate list of the professional development activities in which the district participated during the preceding school year and the amount of time committed to the activities.

2. The superintendent of public instruction shall compile the information submitted under this section to determine how much of the available funding for professional development was used by school districts in this state ~~and, beginning with the reports due on or before October 1, 2002, whether the expenditure correlated with increased student achievement on the reading and mathematics tests required by section 15.1-21-08~~.

SECTION 4. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Withdrawal from smarter balanced consortium.

On the effective date of this Act, the governor and the superintendent of public instruction shall provide written notification to the smarter balanced consortium indicating that this state is no longer a participant in the smarter balanced consortium.

SECTION 5. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

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2. A school district may act independently, jointly with one or more school districts, or as a member of a regional education association, to meet the requirements of this section.

SECTION 6. A new section to chapter 54-06 of the North Dakota Century Code is created and enacted as follows:

Use of state resources - Prohibition.

Beginning on the effective date of this Act, no state official or agency may directly or indirectly utilize state resources in support of or in advancement of:

1. The common core standards;
2. State standards that are aligned to the common core standards;
3. Assessments that are aligned to the common core standards; or
4. Assessments that are aligned to the state standards referenced in subsection 2.

SECTION 7. LEGISLATIVE MANAGEMENT STUDY - NORTH DAKOTA CONTENT STANDARDS. The legislative management shall appoint an interim committee to study the development and implementation of North Dakota content standards in the areas of English language arts and mathematics.

1. a. The interim committee shall appoint a working group that includes legislators, school district administrators, higher education faculty members who are content experts in the areas of English language arts or mathematics, teachers, parents, representatives of business, state officials, and governmental staff, to review existing English language arts and mathematics content standards from a variety of states and sources, including the standards used in California and Massachusetts prior to the adoption of common core standards, and based on its findings, provide for the development of North Dakota content standards for each grade from kindergarten through twelve, in the referenced areas. The North Dakota content standards must be internationally benchmarked to ensure that North Dakota students are prepared to achieve and succeed in a knowledge-based globally competitive society and economy.

   b. For purposes of this subsection, "internationally benchmarked" means highly correlated to standards used in high-performing countries, as defined in accordance with scholastic performance rankings published by the program for international student assessment and the trends in international mathematics and science study.

2. a. The interim committee may contract with individuals or organizations, in this state or outside of this state, to accomplish the study directives.

b. The interim committee shall contract with an individual to serve as an executive director for purposes of overseeing the managerial aspects of the standards development process.

c. The interim committee shall contract with necessary staff for purposes of addressing the clerical aspects of the standards development process.

d. The interim committee may provide for the creation of any necessary professional and citizen review panels prior to finalization of the content standards.

3. The interim committee shall receive regular progress reports from the working group referenced in subsection 1 and shall provide frequent opportunities for members of the public to provide input during the content standards development process.

4. a. Once the working group has completed its charge in accordance with this section, the interim committee shall formally review the content standards proposed by the group and modify the standards as it deems necessary.

b. The interim committee shall present the proposed North Dakota content standards to the legislative management at the biennial meeting of the legislative management in November 2016.

5. The legislative management shall report its findings and recommendations, together with the completed content standards, and any legislation required to implement the recommendations and the content standards to the sixty-fifth legislative assembly.

SECTION 8. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $750,000, or so much of the sum as may be necessary, to the legislative council for the purpose of contracting with individuals and organizations necessary to complete the study directives set forth in section 7 of this Act, for the biennium beginning July 1, 2015, and ending June 30, 2017.

SECTION 9. REPEAL. Sections 15.1-21-08, 15.1-21-09, 15.1-21-10, and 15.1-21-11 of the North Dakota Century Code are repealed.

SECTION 10. EFFECTIVE DATE. This Act is effective on July 1, 2015.

SECTION 11. EMERGENCY. This Act is declared to be an emergency measure.

Skip to content Menu

Living in Dialogue
LIVING in DIALOGUE

Washington State Democratic Party Committee Votes to Reject Common Core

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Posted on Saturday, January 24, 2015 7:45 pmJanuary 26, 2015 Posted in Bill Gates, Common Core, Grassroots Activism by
in 25 comments 1 views Edit

By Anthony Cody.

The Central Committee of the Washington State Democratic Party has passed a resolution that roundly condemns the Common Core standards. This is the first time a statewide Democratic Party committee has taken public position against the Common Core, and it happened in the back yard of the Gates Foundation, which has ded the funding that made the national standards project possible. This could signal a sea-change for the b. aguered standards, because up until now, political opposition has been strongest in the Republican party.

More than 200 delegates representing 49 legislative districts, from 29 counties, gathered at the Red Lion Inn in the state capital, Olympia on Saturday, Jan. 24, where there was a showdown between "new Democrats" and a scrappy coalition of education and labor activists. Activists mixed in with the delegates, and carried homemade signs expressing their opposition to the Common Core. They also arrived early and made sure there were flyers on each chair carrying their message.

David Spring is a leader of the Democratic Party for East King County near Seattle. He helped organize for the vot and says,

This was a huge victory for the children, parents, and teachers of Washington State to have the Washington State Democratic Party – the first Democratic Party in the nation to vote against Common Core. It is our hope that this is the beginning of the end for Bill Gates in th Common Core scam. This was the grassroots – the rank and file of the Democratic Party – who said NO to Common Core. They deserve all the credit, along with you teacher activists

Senator Marilyn Chase, reached at her home during the legislative session in Olympia, said she supports the resolution. She explained, "I love kids. I don't like high stakes testing and I don't like Common Core." David Spri ıer support was of great value. "Marilyn Chase is a leader of the Washington Democratic Party and she ıesents North Seattle in the Washington State Senate and this was huge to have Marilyn supporting a resolution

Seattle area teacher Susan DuFresne describes how teachers organized for the vote:

We got to speak to the members before the meeting convened. We carried our signs around and spoke to members who were on the fence. We also handed out copies of Common Core Ten Colossal Errors, with "what to do" on the other side. [downloadable here: CommonCoreflyer

] This tipped the scales in our favor.

Three delegates spoke in favor of the resolution, and three against. Brian Gunn, state committee man from 31st legislative district and chair of the Progressive Caucus, speaking to the assembly, said,

We have to take into account corporations are looking at our children as commodities. This a moral issue. We're allowing corporations that produce these materials and sponsor these tests to treat our children as sources of income. So I think it is very important that we look a that aspect of this, because everything that is part of the commons — things that everyone n.eds — is looked at to a large extent as a source of profit. And that source of profit is our children. What is at stake is their education and their opportunity to have a good life — to make a decent standard of living in their future lives. We have to see that as a moral issu and not cede that responsibility away from the place where it belongs, which is hopefully ou

state schools and our state teachers — and allow THEM to make the choices about what the standards should be (applause).

ı the vote was taken, roughly two thirds of the delegates voted in favor of Resolution 707.

Update, Jan. 25, 2015: Some of those who made this happen have posted a useful article entitled "How to get you State Democratic Party Committee to Oppose Common Core."

Below is the text of the resolution that was passed, in its entirety.

Resolution Opposing Common Core State Standards

WHEREAS the copyrighted (and therefore unchangeable) Common Core State Standards (CCSS) are a set of controversial top-down K-12 academic standards that were promulgated by wealthy private interests without research-based evidence of validity and are developmentally inappropriate in the lowest grades; and

WHEREAS, as a means of avoiding the U.S. Constitution's 10th Amendment prohibition against federal meddlin in state education policy, two unaccountable private trade associations–the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO)–have received millions of dollars in funding from the Gates Foundation and others to create the CCSS; and

WHEREAS the U.S. Department of Education improperly pressured state legislatures into adopting the Common Core State Standards and high-stakes standardized testing based on them as a condition of competing for federal Race to the Top (RTTT) stimulus funds that should have been based on need; and

WHEREAS as a result of Washington State Senate Bill 6669, which passed the State legislature on March 11, 201 the Office of the Superintendent of Instruction (OSPI) adopted Common Core State Standards (CCSS) on July 20, 2011; and

WHEREAS this adoption effectively transfers control over public school standardized testing from locally elected school boards to the unaccountable corporate interests that control the CCSS and who stand to profit substantially; and

WHEREAS the Washington State Constitution also calls for public education to be controlled by the State of Washington through our elected State legislature, our elected State Superintendent of Public Instruction and our elected local school boards; and

WHEREAS implementation of CCSS will cost local school districts hundreds of millions of dollars to pay for standardized computer-based tests, new technology, new curricula and teacher training at a time when Washington already insufficiently funding K-12 Basic Education without proven benefit to students; and **WHEREAS** some states have already withdrawn from CCSS;

THEREFORE BE IT RESOLVED that we call upon the Washington State legislature and the Superintendent of Public Instruction to withdraw from the CCSS and keep K-12 education student-centered and accountable to the people of Washington State.

.nitted by Sarajane Siegfriedt, Resolutions Chair.

What do you think of this resolution in the state of Washington?

Common Core Standards: Ten Colossal Errors

Error #1: The process by which the Common Core standards were developed and adopted was undemocratic.

Error #2: The Common Core State Standards violate what we know about how children develop and grow.

Error #3: The Common Core is inspired by a vision of market-driven innovation enabled by standardization of curriculum, tests, and ultimately, our children themselves.

Error #4: The Common Core creates a rigid set of performance expectations for every grade level, and results in tightly controlled instructional timelines and curriculum.

Error #5: The Common Core was designed to be implemented through an expanding regime of high-stakes tests, which will consume an unhealthy amount of time and money.

Error #6: Proficiency rates on the new Common Core tests have been dramatically lower—by design.

Error #7: Common Core relies on a narrow conception of the purpose of K-12 education as "career and college readiness."

Error #8: The Common Core is associated with an attempt to collect more student and teacher data than ever before.

Error #9: The Common Core is not based on any external evidence, has no research to support it, has never been tested and worst of all, has no mechanism for correction.

Error #10: The biggest problem of American education and American society is the growing number of children living in poverty.

In conclusion: Common standards, if crafted in a democratic process and carefully reviewed by teachers and tested in real classrooms, might well be a good idea. But the Common Core does not meet any of those conditions.

By Anthony Cody on November 16, 2013 6:18 AM
http://blogs.edweek.org/teachers/living-in-dialogue/

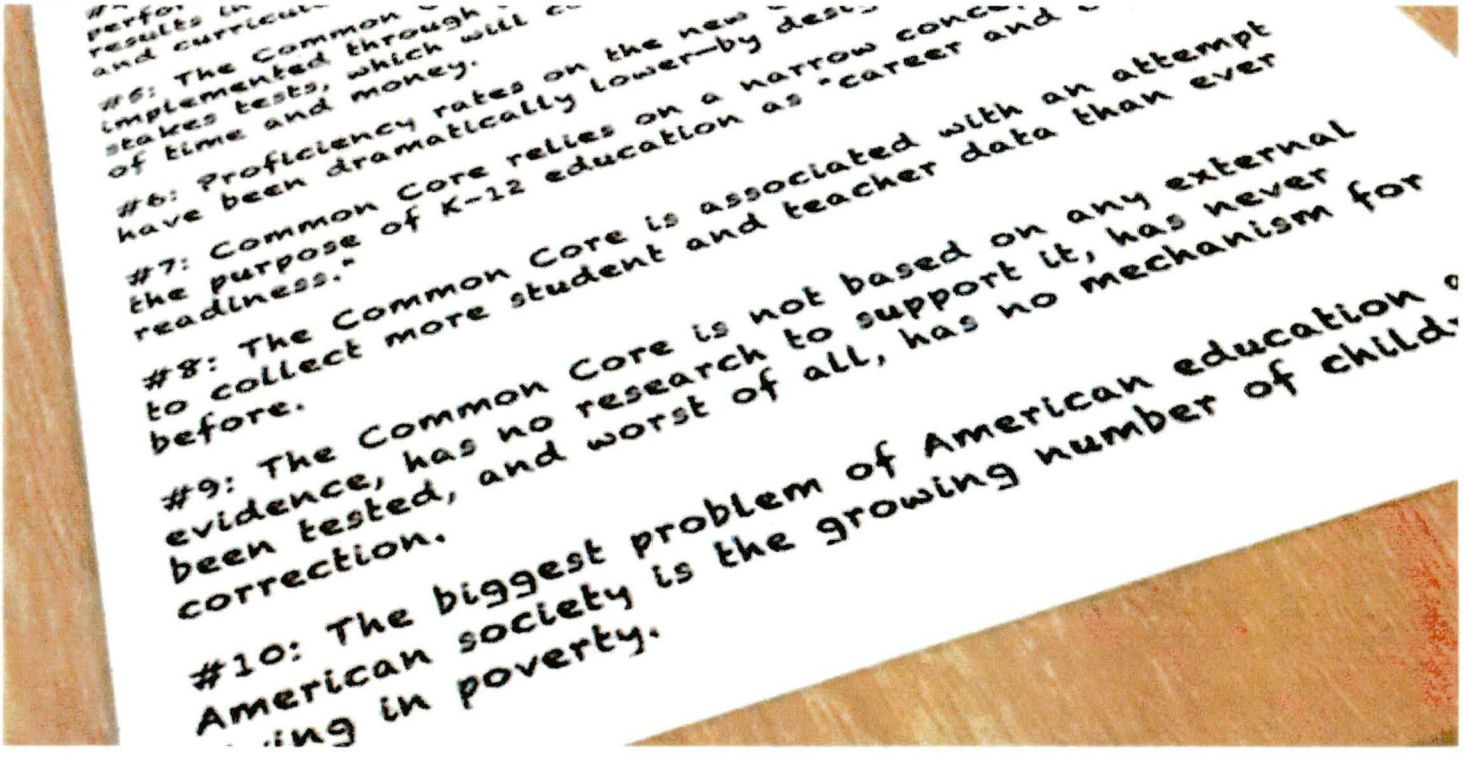
Other links:
https://deutsch29.wordpress.com/2014/04/23/those-24-common-core-2009-work-group-members/
http://pioneerinstitute.org/wp-content/uploads/Common-Core-Fact-Sheet_new.pdf
http://www.statejournal.com/story/26393059/sandra-stotsky-common-core-gets-things-backward
http://dianeravitch.net/2013/04/07/is-inbloom-engaged-in-identity-theft/
http://dianeravitch.net/2013/10/20/robert-d-shepherd-on-inbloom/
http://www.politico.com/story/2014/05/data-mining-your-children-106676.html
http://jonathanpelto.com/2015/01/06/beware-coming-common-core-testing-disaster/
http://curmudgucation.blogspot.com/2014/07/pearson-set-cut-scores-for-nys.html
http://dianeravitch.net/2014/07/31/how-pearsons-common-core-tests-are-designed-to-fail-your-children/

Hand out provided by the WA BATs.
A group of educators, parents and concerned citizens who are concerned about democratic principles and process in education and what is best for the students of the state of Washington.

Common Core Standards: Ten Colossal Errors

Common Core Standards: Ten Colossal Errors

4



Posted on Saturday. November 16, 2013 1:01 pmDecember 10, 2014 Posted in Common Core by admin 4 comments 2 views Edit

A recent book described the "Reign of Errors" we have lived through in the name of education reform. I am afraid that the Common Core continues many of these errors, and makes some new ones as well.

The Business Roundtable announced last month that its #1 priority is the full adoption and implementation of the Common Core standards. The U.S. Chamber of Commerce is likewise making a full-court press to advance the Common Core. Major corporations have taken out full-page ads to insist that the Common Core must be adopted. Many leading figures in the Republican party, like Jeb Bush, have led the charge for Common Core, as have entrepreneurs like Joel Klein. And the project has become a centerpiece for President Obama's Department of Education.

Yet in New York, the first large state to implement the tests associated with the new standards, students, parents an principals are expressing grave concerns about the realities of the Common Core. Common Core proponents like

Arne Duncan have been quick to ridicule critics as misinformed ideologues or delusional paranoiacs. Defenders of the common standards, like Duncan and Commissioner John King in New York, insist that only members of the Te[illegible]y oppose the Common Core. In spite of this, the opposition is growing, and as more states begin to follow New [illegible]k's lead, resistance is sure to grow.

With this essay, I want to draw together the central concerns I have about the project. I am not reflexively against any and all standards. Appropriate standards, tied to subject matter, allow flexibility to educators. Teachers ought t be able to tailor their instruction to the needs of their students. Loose standards allow educators to work together, t share strategies and curriculum, and to build common assessments for authentic learning. Such standards are necessary and valuable; they set goals and aspirations and create a common framework so that students do not encounter the same materials in different grades. They are not punitive, nor are they tethered to expectations that yield failure for anyone unable to meet them.

The Common Core website has a section devoted to debunking "myths" about the Common Core—but many of these supposed myths are quite true. I invite anyone to provide factual evidence that disproves any of the information that follows. (And for the sake of transparency, I ask anyone who disputes this evidence to disclose an payments they or their organization has received for promoting or implementing the Common Core.)

Here are ten major errors being made by the Common Core project, and why I believe it will do more harm than good.

Error #1: The process by which the Common Core standards were developed and adopted was undemocratic.

[illegible]e state level in the past, the process to develop standards has been a public one, led by committees of educator and content experts, who shared their drafts, invited reviews by teachers, and encouraged teachers to try out the ne standards with real children in real classrooms, considered the feedback, made alterations where necessary, and hel public hearings before final adoption.

The Common Core had a very different origin. When I first learned of the process to write new national standards underway in 2009, it was a challenge to figure out who was doing the writing. I eventually learned that a "confidential" process was under way, involving 27 people on two Work Groups, including a significant number from the testing industry. Here are the affiliations of those 27: ACT (6), the College Board (6), Achieve Inc. (8), Student Achievement Partners (2), America's Choice (2). Only three participants were outside of these five organizations. ONLY ONE classroom teacher WAS involved—on the committee to review the math standards.

This committee was expanded the next year, and additional educators were added to the process. But the process tc write the standards remained secret, with few opportunities for input from parents, students and educators. No experts in language acquisition or special education were involved, and no effort was made to see how the standarc worked in practice, or whether they were realistic and attainable.

David Coleman is credited publicly as being the "architect" of the process. He, presumably, had a large role in writing the English Language Arts standards; Jason Zimba of Bennington College was the lead author for the math standards. Interestingly, David Coleman and Jason Zimba were also members of Michelle Rhee's StudentsFirst original board of directors.

The organizations leading the creation of the Common Core invited public comments on them. We were told that 10,000 comments were submitted, but they were never made public. The summary of public feedback quotes only 24 of the responses, so we are left only with the Common Core sponsors' interpretation of the rest.

The process for adopting the Common Core was remarkably speedy and expedient. Once the standards were finalized and copyrighted, all that was required for states to adopt them were two signatures: the governor and the state superintendent of education. Two individuals made this decision in state after state, largely without public hearings or input. Robert Scott, former state Commissioner of Education in Texas, said that he was asked to approv the standards before there was even a final draft.

The Common Core process could not have been directly paid for by the federal Department of Education, which is prevented by law from enacting or promoting national standards. So Bill Gates footed the bill. The Gates Foundati has, so far, paid $191 million to develop and promote the Common Core. Of that sum, $33 million was earmarked for the development of the Common Core. The remaining $158 million was spent on myriad organizations to buy their active support for the standards—with $19 million awarded just in the past month. Many of the voices in the public arena, including teacher unions, the national PTA, journalistic operations like John Merrow's Learning Matters, and the National Catholic Educational Association, have received grants for such work.

Although specifically prohibited from interfering in the curriculum or instruction in the nation's classrooms, the federal Department of Education has used threats and bribes to coerce states to adopt Common Core. Indeed, the active role of the U.S. Department of Education in supporting, advocating for, and defending the Common Core m be illegal, as may the Department's award of $350 million to develop tests for the Common Core. The Departmen might reasonably argue that it was appropriate to encourage the development of "better" tests, but in this case the tests were specifically intended to support only one set of standards: the Common Core.

Public Law 103-33, General Education Provisions Act, sec 432, reads as follows:

No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, [or] administration…of any educational institution…or over the selection of library resources, textbook or other printed or published instructional materials…

In spite of this prohibition, Race to the Top gave major points to states that adopted "college and career ready standards" such as Common Core.

Here is what the Memorandum of Understanding that state officers were asked to sign said about federal support:

…the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards.

When the Department of Education announced Race to the Top there was a complex application process with a sho timeline. The Gates Foundation created a process where their staff would assist states in applying for RttT grants. I order to receive this help, state leaders had to fill out a qualifying questionnaire. The first question on the **qualifyin criteria questionnaire** is, "Has your state signed the MOA regarding the Common Core Standards currently being developed by NGA/CCSSO? [Answer must be "yes"]"

Thus, the Gates Foundation worked within the Race to the Top process to apply additional pressure on states to sig on to the Common Core.

Coming at a time when state education budgets were under great pressure, these inducements were significant in overcoming any hesitations on the part of most governors. The pressure continues, as NCLB waivers depend on the adoption of "college and career ready standards," which are most readily provided by the Common Core.

It is also worth noting that alongside the adoption of Common Core standards, both Race to the Top and NCLB waivers being issued by the Department of Education require states to include test scores in the evaluations of teachers and principals. This is a package deal.

Error #2: The Common Core State Standards violate what we know about how children develop and grow.

One of the problems with the blinkered development process described above is that no experts on early childhood were included in the drafting or internal review of the Common Core.

In response to the Common Core, more than 500 experts signed the Joint Statement of Early Childhood Health and Education Professionals on the Common Core Standards Initiative. This statement now seems prophetic in light of what is happening in classrooms. The key concerns they raised were:

1. Such standards will lead to long hours of instruction in literacy and math.

2. They will lead to inappropriate standardized testing

3. Didactic instruction and testing will crowd out other important areas of learning.

4. There is little evidence that such standards for young children lead to later success.

Many states are now developing standards and tests for children in kindergarten, 1st grade, and 2nd grade, to "prepare" them for the Common Core. Early childhood education experts agree that this is developmentally inappropriate. Young children do not need to be subjected to standardized tests. Just recently, the parents of a k-2 school refused to allow their children to be tested. They were right to do so.

Error #3: The Common Core is inspired by a vision of market-driven innovation enabled by standardization of curriculum, tests, and ultimately, our children themselves.

There are two goals here that are intertwined. The first is to create a system where learning outcomes are measurable, and students and their teachers can be efficiently compared and ranked on a statewide and national basis. The second is to use standardization to create a national market for curriculum and tests. The two go together because the collection of data allows the market to function by providing measurable outcomes. Bill Gates has not spoken too much recently about the Common Core, but in 2009, he was very clear about the project's goals.

He said that

...identifying common standards is just the starting point. We'll only know if this effort has succeeded when the curriculum and tests are aligned to these standards. Secretary Arne Duncan recently announced that $350 million of the stimulus package will be used to create just these kinds of tests – "Next Generation assessments," aligned to the Common Core. When the tests are aligned to the common standards, the curriculum will line up as well. And it will unleash a powerful market of people providing services for better teaching. For the first time, there will be a large, uniform base of customers looking at using products that can help every kid learn, and every teacher get better.

This sentiment was shared by the U.S. Department of Education, as was made clear when Arne Duncan's Chief of Staff, Joanne Weiss, wrote this in 2011:

The development of common standards and shared assessments radically alters the market for innovation in curriculum development, professional development, and formative assessments. Previously, these markets operated on a state-by-state basis, and often on a district-by-district basis. But the adoption of common standards and shared assessments means that education entrepreneurs will enjoy national markets where the best products can be taken to scale.

In the market-driven system enabled by the Common Core, the "best products" will be those which yield the highe test scores. As Gates said: "The standards will tell the teachers what their students are supposed to learn, and the da will tell them whether they're learning it."

Thus, the overriding goal of the Common Core and the associated tests seems to be to create a national marketplac for products. As an educator, I find this objectionable. The central idea is that innovation and creative change in education will only come from entrepreneurs selling technologically based "learning systems." In my 24 years in high poverty schools in Oakland, the most inspiring and effective innovations were generated by teachers collaborating with one another, motivated not by the desire to get wealthy, but by their dedication to their students.

Error #4: The Common Core creates a rigid set of performance expectations for every grade level, and resul in tightly controlled instructional timelines and curriculum.

At the heart of the Common Core is standardization. Every student, without exception, is expected to reach the same benchmarks at every grade level. Early childhood educators know better than this. Children develop at different rates, and we do far more harm than good when we begin labeling them "behind" at an early age.

The Common Core also emphasizes measurement of every aspect of learning, leading to absurdities such as the ranking of the "complexity" of novels according to an arcane index called the Lexile score. This number is derived from an algorithm that looks at sentence length and vocabulary. Publishers submit works of literature to be scored, and we discover that Mr. Popper's Penguins is more "rigorous" than Steinbeck's Grapes of Wrath. Cue the Thomas B. Fordham Institute to moan that teachers are not assigning books of sufficient difficulty, as the Common Core mandates.

This sort of ranking ignores the real complexities within literature, and is emblematic of the reductionist thinking a work when everything must be turned into a number. To be fair, the Common Core English Language Arts standar suggest that qualitative indicators of complexity be used along with quantitative ones. However in these systems, tl quantitative measures often seem to trump the qualitative.

Carol Burris recently shared a 1st grade Pearson math test that is aligned to the Common Core standards for that grade level.

Would (or should) a 6 year old understand the question, "*Which is a related subtraction sentence?*" My nephew's wife, who teaches Calculus, was stumped by that one.

Keep in mind that many New York State first graders are still 5 years old at the beginning of October, when this te was given.

You can review the first grade module for yourself, and imagine any five or six year olds you might know grapplin with this.

The most alarming thing is the explanation Burris offers for how these standards were defined:

If you read Commissioner John King's Powerpoint slide 18, which can be found here, you see that the Common Core standards were "backmapped" from a description of 12th grade college-ready skills. There is no evidence that early childhood experts were consulted to ensure that the standards were appropriate for young learners. Every parent knows that their kids do not develop according to a "back map"–young children develop through a complex interaction of biology and experience that is unique to the child and which cannot be rushed.

Error #5: The Common Core was designed to be implemented through an expanding regime of high-stakes tests, which will consume an unhealthy amount of time and money.

It is theoretically possible to separate the Common Core standards from an intensified testing regime, and leaders i California are attempting to do just that. However, as Bill Gates' remarks in 2009 indicate, the project was conceived as a vehicle to expand and rationalize tests on a national basis. The expansion is in the form of ever-mor frequent benchmark and "formative" tests, as well as exams in previously untested subjects.

Most estimates of cost focus only on the tests themselves. The Smarter Balanced Common Core tests require the use of relatively new computers. Existing computers are often inadequate and cannot handle the "computer adaptiv tests," or the new Common Core aligned curriculum packages. This was one of the reasons given to justify the expenditure of $1 billion of construction bonds on iPads and associated Pearson Common Core aligned curriculum software in Los Angeles. The Pioneer Institute pegs the cost of full implementation of the Common Core at $16 billion nationally – but if others follow the Los Angeles model those costs could go much higher.

The cost in terms of instructional time is even greater, so long as tests remain central to our accountability systems. Common Core comes with a greatly expanded set of tests. In New York City, a typical 5th grade student this year will spend 500 minutes (ten fifty-minute class periods) taking baseline and benchmark tests, plus another 540 minutes on the Common Core tests in the spring. Students at many schools will have to spend an additional 200 minutes on NYC Performance Assessments, being used to evaluate their teachers. Students who are English learne take a four-part ESL test on top of all of the above.

Thus testing under the Common Core in New York will consume at least two weeks worth of instructional time ou of the school year. And time not spent taking tests will be dominated by preparing for tests, since everyone's evaluation is based on them.

Error #6: Proficiency rates on the new Common Core tests have been dramatically lower—by design.

Given that we have attached all sorts of consequences to these tests, this could have disastrous consequences for students and teachers. Only 31 percent of students who took Common Core aligned tests in New York last spring were rated proficient. On the English Language Arts test, about 16 percent of African American students were proficient, five percent of students with disabilities, and 3% of English Learners. Last week, the state of North Carolina announced a similar drop in proficiency rates. Thus we have a system that, in the name of "rigor," will deepen the achievement gaps, and condemn more students and schools as failures.

Because of the "rigor," many students—as many as 30 percent—will not get a high school diploma. What will our society do with the large numbers of students who were unable to meet the Common Core Standards? Will we hav a generation of hoboes and unemployables? Many of these young people might find trades and jobs that suit them, but they may never be interviewed due to their lack of a diploma. This repeats and expands on the error made with high school exit exams, which have been found to significantly increase levels of incarceration among the students who do not pass them—while offering no real educational benefits.

It should be noted that the number of students (or schools) that we label as failures is not some scientifically determined quantity. The number is a result of where the all-important "cut score" is placed. If you want more to pass, you can lower that cut score, as was done in Florida in 2012. The process to determine cut scores in New Yo was likewise highly political, and officials knew before the tests were even given the outcome they wanted.

Error #7: Common Core relies on a narrow conception of the purpose of K-12 education as "career and college readiness."

When one reads the official rationales for the Common Core there is little question about the utilitarian philosophy at work. Our children must be prepared to "compete in the global economy." This runs against the grain of the historic purpose of public education, which was to prepare citizens for our democracy, with the knowledge and ski to live fruitful lives and improve our society.

A group of 130 Catholic scholars recently sent a letter expressing their opposition to the Common Core. They wrote,

The sad facts about Common Core are most visible in its reduction in the study of classic, narrative fiction in favor of "informational texts." This is a dramatic change. It is contrary tc tradition and academic studies on reading and human formation. Proponents of Common Core do not disguise their intention to transform "literacy" into a "critical" skill set, at the expense of sustained and heartfelt encounters with great works of literature.

Error #8: The Common Core is associated with an attempt to collect more student and teacher data than ev before.

Parents are rightfully alarmed about the massive collection of their children's private data, made possible by the U department of education's decision in 2011 to loosen the regulations of FERPA , so that student data could be collected by third parties without parental consent.

There are legitimate privacy concerns, for both students and teachers, as data, once collected, can be used for all sorts of purposes. The vision that every student's performance could be tracked from preschool through their working lives may be appealing to a technocrat like Bill Gates, but it is a bit frightening to many parents.

This is one aspect of the project that is already in big trouble. The Gates Foundation invested about $100 million tc create inBloom, a nonprofit organization that would build a system to store the massive amount of student data the reform project requires. However, as parent concerns over privacy have grown, seven of the nine states that had signed up to use the system have withdrawn. Only Illinois and New York remain involved, and in New York this week a lawsuit was filed to block the project.

Error #9: The Common Core is not based on any external evidence, has no research to support it, has never been tested, and worst of all, has no mechanism for correction.

The Memorandum of Understanding signed by state leaders to opt in to the Common Core allows the states to change a scant 15 percent of the standards they use. There is no process available to revise the standards. They mu be adopted as written. As William Mathis (2012) points out,

As the absence or presence of rigorous or national standards says nothing about equity, educational quality, or the provision of adequate educational services, there is no reason to expect CCSS or any other standards initiative to be an effective educational reform *by itself.*

Error #10: The biggest problem of American education and American society is the growing number of children living in poverty. As was recently documented by the Southern Education Fund (and reported in the Washington Post) across the American South and West, a majority of our children are now living in poverty.

The Common Core does nothing to address this problem. In fact, it is diverting scarce resources and time into more tests, more technology for the purpose of testing, and into ever more test preparation.

In conclusion: Common standards, if crafted in a democratic process and carefully reviewed by teachers and tested in real classrooms, might well be a good idea. But the Common Core does not meet any of those conditions.

The Common Core has been presented as a paradigmatic shift beyond the test-and-punish policies of NCLB. However, we are seeing the mechanisms for testing, ranking, rewarding and punishing simply refined, and made even more consequential for students, teachers and schools. If we use the critical thinking the Common Core claim to promote, we see this is old wine in a new bottle, and it turned to vinegar long ago.

For all these reasons, I believe any implementation of the Common Core should be halted. The very corporations that are outsourcing good jobs are promoting the Common Core, which deflects attention from their failure to the nation's economy and their failure as good citizens. I do not believe the standards themselves are significantly better than those of most states, and thus they do not offer any real advantages. The process by which they were adopted undemocratic, and lacking in meaningful input from expert educators. The early results we see from states that are on the leading edge provide evidence of significant damage this project is causing to students already. No Child Left Behind has failed, and we need a genuine shift in our educational paradigm, not the fake-out provided by Common Core.

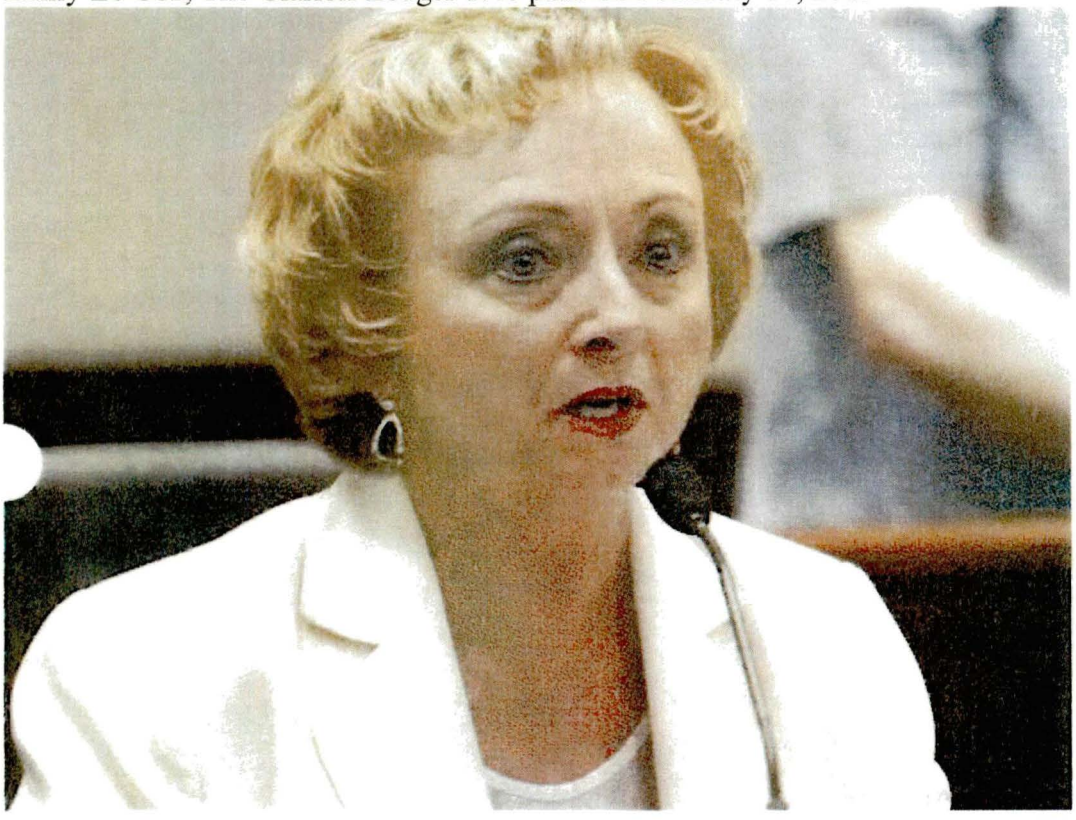
The frustration evident in recent public hearings in New York is a powerful indicator of a process gone badly awry. The public was not consulted in any meaningful way on decisions to fundamentally alter the substance of teaching and learning in the vast majority of schools in our nation. This process and the content of these standards are deeply flawed, and the means by which student performance is measured continues to damage children.

This did not happen by accident. Powerful people have decided that because they have the money and influence make things happen, they can do so. But in a democracy, the people ought to have the last word. Decisions such as this ought not be made at secret gatherings of billionaires and their employees. The education of the next generation of Americans is something we all have a stake in.

And so, fellow citizens: Speak Up, Opt Out, Teach On!

Mississippi withdraws from Common Core testing group

Emily Le Coz, The Clarion-Ledger 1:46 p.m. CST January 16, 2015



State Superintendent Carey Wright(Photo: Rogelio V. Solis, AP)

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Mississippi will sever its ties from the controversial Common Core testing consortium known as PARCC, according to a press release sent Friday by the state Board of Education.

The education board voted earlier to withdraw from the Partnership for the Assessment of Readiness for College and Careers consortium amid anti-Common Core and anti-PARCC sentiments by some of the state's top political leaders.

spite withdrawing from PARCC, Mississippi still has Common Core, which it calls "Mississippi's College- ..id Career-Ready Standards."

Both Gov. Phil Bryant and Lt. Gov. Tate Reeves have called for a repeal of Common Core and the Common Core-aligned assessments developed by PARCC and given to students at the end of the school year.

Two bills introduced this week by Speaker of the House Philip Gunn also propose to do away with PARCC and Common Core.

State Superintendent of Education Carey Wright serves on the PARCC board, along with the education leaders of other member states. It's unclear if she will resign from that position due to the move.

Education leaders said in the press release they will issue a request for proposals inviting other entities to provide assessments starting in the 2015-2016 school year.

"The new RFP process will give the state the opportunity to seek competitive, multi-year bids," said John R. Kelly, chairman of the Board of Education, in a press release. "Our exit from PARCC will help ensure the process is open and transparent. Any assessment vendor may submit a bid for the contract provided they meet the RFP requirements and their assessment measures what students are learning in our classrooms."

Bryant and Reeves praised the decision in separate statements.

CLARIONLEDGER

Brandon students react to district's club policy change

"I'm encouraged this will give us the opportunity, like many other states, to competitively bid-out our student assessments, while maintaining the highest standards without federal interference," Bryant said.

The Department of Education late last year signed a one-year emergency contract with Pearson to deliver the 2014-2015 assessment. MDE had tried to sign a multi-year contract with Pearson, but the state Personal Service Contract Review Board rejected it.

Mississippi adopted the Common Core State Standards in 2010 along with 45 other states. The standards define what K-12 students must learn but leave the curriculum decisions to the local school districts.

School districts have been phasing in Common Core for years, but this will be the first school year in which students on those standards via the PARCC assessments.

"The State Board of Education remains fully committed to maintaining Mississippi's College- and Career-Ready Standards," Kelly said. "This is our top priority."

Kelly and Wright previously have denounced efforts to repeal Common Core and opt out of PARCC. In a joint statement issued in December, they called the standards the highest the state has ever had and lamented the massive effort it would require to implement new ones.

ıd they said called PARCC the "best option to measure student performance."

"Hundreds of Mississippi educators had a hand in developing the test items, and more than 88,000 students in 513 schools and 140 districts field tested the PARCC assessment last spring," that statement said. "These tests are the only assessments in the marketplace that have Mississippi's voice and input that are aligned to the state's College- and Career-Ready Standards."

Contact Emily Le Coz at elecoz@jackson.gannett.com or (601) 961-7249. Follow @emily_lecoz on Twitter.

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Kasper, Jim M.

From: Steve Cates <swcates@westriv.com>
Sent: Friday, January 16, 2015 9:51 AM
To: Steve Cates
Subject: What States Have Pulled Out of their Common Core Assessment Consortium?

What States Have Pulled Out of their Common Core Assessment Consortium?

States that have pulled out of their Assessment Consortium:

1. Utah (Smarter Balanced) – http://www.sltrib.com/sltrib/mobile/54627081-68/utah-state-standards-consortium.html.csp
2. Oklahoma (PARCC) – http://truthinamericaneducation.com/common-core-assessments/oklahoma-pulls-out-of-parcc/ (the Tulsa World article is no longer on the website).
3. Georgia (PARCC) – http://www.ajc.com/news/news/breaking-news/georgia-decides-against-offering-common-core-stand/nYzDr/
4. Alabama (Smarter Balanced & PARCC – they were an advisory state) – http://blogs.edweek.org/edweek/curriculum/2013/02/alabama_withdraws_from_both_te.html
5. Indiana (PARCC) – http://truthinamericaneducation.com/common-core-assessments/pence-pulls-indiana-out-of-parcc/ and http://indianapublicmedia.org/stateimpact/2013/07/29/gov-pence-signals-intent-to-withdraw-from-common-core-consortium-parcc/ As of December PARCC still had them listed though – http://hoosiersagainstcommoncore.com/indianas-withdraw-parcc-real-show/
6. Kansas (Smarter Balanced) – http://m.cjonline.com/news/2013-12-10/kansas-opts-create-its-own-common-core-tests
7. Pennsylvania (Smarter Balanced & PARCC) – http://blogs.edweek.org/edweek/curriculum/2013/06/pennsylvania_signals_departure_from_test_consortia.html
8. Alaska (Smarter Balanced) – http://www.newsminer.com/news/education/alaska-changes-school-testing-consortium/article_05509298-7d77-11e3-9606-001a4bcf6878.html
9. Florida (PARCC) – http://truthinamericaneducation.com/common-core-assessments/rick-scott-pulls-florida-out-of-parcc/

States Actively Considering Withdrawing

1. Michigan (Smarter Balanced) – http://blogs.edweek.org/edweek/curriculum/2013/12/consortium_watch_kansas_drops_.html

2. Kentucky (PARCC) – http://blogs.edweek.org/edweek/curriculum/2013/12/consortium_watch_kansas_drops_.html
3. North Carolina (Smarter Balanced) – http://www.newsobserver.com/2014/01/02/3502892/common-core-backlash-casts-shadow.html
4. Iowa (Smarter Balanced) – The Iowa Legislature actually has to approve its use – http://caffeinatedthoughts.com/2013/05/iowa-puts-common-core-assessments-on-hold/

States that never joined.

1. Virginia
2. Texas
3. Nebraska
4. Minnesota

MISSOURI COURT TEMPORARILY BLOCKS PAYMENTS TO SMARTER BALANCED

December 1, 2014 | Shane Vander Hart

Missouri Education Watchdog reports that a Missouri Circuit Court judge has temporarily blocked payments from the state to the Smarter Balanced Assessment Consortia.

Cole County Circuit Judge Daniel Green on November 25 that the lawsuit filed by plaintiffs Fred N. Sauer, Anne Gassel, and Gretchen Logue against Missouri Governor Jay Nixon had a chance of success. The plaintiffs, suing on behalf of Missouri taxpayers, said that the Smarter Balanced Assessment Consortium is an unconstitutional interstate compact that Congress never authorized which they say is in violation of the Compact Clause of the U.S. Constitution.

Smarter Balanced is one of two (the other being PARCC) interstate consortia that were drafting assessments aligned to the Common Core State Standards. It was largely funded through the U.S. Department of Education through stimulus money.

Judge Green found that "Plaintiffs have made a preliminary showing of likelihood of success on the merits on their claim that the Consortium is an unconstitutional interstate compact to which Congress has never consented, in violation of the Compact Clause of the U.S. Constitution."

Green also found that the Plaintiffs showed that they would be irreparably harmed if the State were to disburse membership fees to an unconstitutional entity. His order temporarily blocks the state of Missouri from paying over $1 million in membership fees to the consortium pursuant to a recent invoice.

The Compact Clause of the U.S. Constitution states that "No State shall, without the consent of Congress ... enter into any Agreement or Compact with any other State." In their lawsuit, Sauer, Gassel, and Logue contend that the Smarter Balanced Assessment Consortium is just the sort of interstate agreement that must be authorized by the U.S. Congress under this Clause. The lawsuit contends that the consortium threatens the authority of the U.S. Congress because the federal Department of Education's action in creating the consortium contravene Congressional prohibitions on the creation of a national curriculum. The lawsuit also contends that the consortium threatens the freedom and authority of non-member states by attempting to create a de facto education "cartel" aligned with Common Core.

You can see a copy of the temporary restraining order here. To read more about the legal arguments against the Common Core State Standards in general, and these assessment consortia specifically check out a white paper we co-sponsored with Pioneer Institute, Pacific Research Institute and The Federalist Society entitled *The Road to a National Curriculum* written by Kent Talbert and Robert Eitel.

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Blogging on Principle | **Tags:** Common Core Assessments, Common Core State Standards, judicial review, Missouri, PARCC, Smarter Balanced, white papers

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December 19, 2014

Common Core Facts

Compiled by Sandra Stotsky

1. **Who developed Common Core's standards?** Three private organizations in Washington DC: the National Governors Association (NGA), the Council for Chief State School Officers (CCSSO), and Achieve, Inc.—all funded for this purpose by a fourth private organization, the Bill and Melinda Gates Foundation.

2. **Who selected the members of the Standards Development Work Groups?** In the absence of official information, it seems that Achieve, Inc. and the Gates Foundation selected most of the key personnel to write the high school-level college-readiness standards.

3. **Who was represented on the Standards Development Work Groups that wrote the college-readiness standards?** Chiefly test and curriculum developers from ACT, CB, Achieve, and NCEE.

4. **Who was not represented on the Standards Development Work Groups?** High school English and mathematics teachers, English professors, scientists, engineers, parents, state legislators, early childhood educators, and state or local school board members.

5. **Are records of their meetings available?** No. These groups had no open meetings and have never provided access to any public comment or critiques they received.

6. **What were the qualifications of the people selected to write the grade-level standards?** The "lead" writers for the grade-level ELA standards, David Coleman and Susan Pimentel, have never taught reading or English in K-12 or at the college level. Neither majored in English as undergraduates or has a doctorate in English. Neither has published serious work on K-12 curriculum and instruction. At the time, they were unknown to English and reading educators and to higher education faculty in rhetoric, speech, composition, or literary study.

   Two of the lead grade-level standards-writers in mathematics did have relevant academic credentials but no K-12 teaching experience. Jason Zimba was a physics professor at Bennington College at the time, while William McCallum was (and remains) a mathematics professor at the University of Arizona. The only member of this three-person team with K-12 teaching experience, Phil Daro, had majored in English as an undergraduate; he was also on the staff of NCEE. None had ever developed K-12 mathematics standards before.

7. **Who recommended these people as standards-writers, why, and how much were they paid?** The organizations that funded and developed the standards will not tell the public.

8. **What was the ostensible purpose of the Validation Committee?** NGA and CCSSO created their own Validation Committee in 2009 (25 members initially) to evaluate the soundness, rigor, and validity of the standards they were developing. They have never provided a rationale for those they chose to serve on the Validation Committee.

9. **Who were members of the Validation Committee?** On it were one high school English teacher, one mathematician, no high school mathematics teachers, some testing experts and school administrators, and many mathematics educators (people with doctorates in mathematics education, or in an education school, or who work chiefly in teacher education, and who usually do NOT teach college mathematics courses). The one mathematician and the one ELA standards expert (Sandra Stotsky) on the Committee declined to sign off on the standards.

10. **What was the real purpose of the Validation Committee?** To have members sign a letter by the end of May 2010 asserting that the not-yet-finalized standards were (1) reflective of the core knowledge and skills in ELA

Flaws in Common Core's English Language Arts and Literacy Standards
Sandra Stotsky
July 10, 2014

I. Missing Standards

1. No standard for British literature aside from Shakespeare.
2. No authors from the ancient world
3. No selected pieces from the Bible as literature so that students can learn about its influence on English and American literature.
4. No standard on the history of the English language.

II. Gibberish

For example, a literature standard for grades 9/10 asks students to: "determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text."

This poorly constructed sentence is a jumble of at least three different activities: determining a theme, analyzing its development, and summarizing a complete text.

III. Organizational Deficits

1. Reduction in literary study in the English class K-12
2. Reduction in opportunities to develop critical thinking
3. Stress on writing, not reading
4. Stress on reading informational texts, not complex literary texts
5. No list of recommended authors, literary movements, literary periods
6. Standards are not fewer, clearer, deeper

IV. Literacy standards for history

1. *Inappropriate exemplars for informational reading in high school history classes.* See Appendix B
2. *Inappropriate literacy strategies for the study of history: a non-historical approach to the study of historical texts.* The study of history requires, among other things, the use of skills like contextualization, sourcing, and corroboration. These skills are distinct from those employed in literary analysis.

Missing or Delayed in Common Core's Mathematics Standards

Kindergarten – Grade 7:

- CC does not require proficiency with addition and subtraction until Grade 4 (a grade behind our international competitors).
- CC does not require proficiency with multiplication using the standard algorithm (step-by-step procedure for calculations) until Grade 5 (a grade behind standard expectations).
- CC does not require proficiency with division using the standard algorithm until Grade 6 (two grades behind our international competitors).
- CC starts teaching decimals in Grade 4 (about two years behind the more rigorous states).
- CC fails to teach in K-7 key geometrical concepts (e.g., sum of angles in a triangle, isosceles and equilateral triangles).
- Excludes fluent conversion between different forms of fractions – regular fractions, decimals, and percents
- CC fails to teach prime factorization. Consequently, it does not include teaching about least common denominators or greatest common factors.

Algebra 1: missing components needed for Algebra 2 and Calculus:

1. Division of monomials and polynomials (covers only addition/subtraction/multiplication)
2. Derivation and understanding of slopes of parallel and perpendicular lines
3. Manipulation and simplification of rational expressions
4. Multi-step problems with linear equations and inequalities
5. Multi-step problems with four operations between polynomials
6. Multi-step problems involving manipulation of rational expressions
7. Solving two linear inequalities in two variables and sketching the solution sets

The following were added in California's CC version:

8. Solving Equations and inequalities with absolute value, and problems with such
9. Solve problems with quadratic expressions

Algebra 2: Missing components needed for Calculus

- composite functions
- combinations and permutations
- finite and infinite arithmetic and geometric sequences
- mathematical induction

http://concernedpvparents.org/2014/05/27/cc-math-dumbed-down-proof/

Jim Kasper

From: Megan Winburn [Megan.Winburn@okhouse.gov]
Sent: Thursday, December 18, 2014 4:43 PM
To: Jim Kasper; 'Kasper, Jim M.'
Subject: Repeal and Replace Common Core Standards
Attachments: Common Core Eng LA What's missing.doc; Common Core what's missing math.doc; 2010 Fordham State Standards Review USE page 6-11 Summary.pdf

Importance: High

Rep. Kasper,

Below – are the best standards options pre-Common Core –Stotsky's plan - to have ND adopt. The reason for pre-2009 is that is when a lot of states adopted Common Core 2009-2010-2011

ELA

Most highly rated pre-2009 state standards in the country for ELA are:

- **California, 2006**
- **Indiana, 2006**
- **Massachusetts, 2001**
- **Alabama, 2005**

MATH

Most highly rated pre-2009 state standards in the country for MATH are:

- **California, 2006**
- **Indiana, 2006**
- **Massachusetts, 2000**
- **Minnesota, 2009**

According to Fordham, the PDF file attached, ND ranked a D in ELA and C in Math – both ranking "clearly inferior to Common Core" so you might have a problem with returning to pre-Common Core standards in your state – I would go directly to one of the decided set of standards for the 2015-2016 school year

Maybe a committee can be designed with content experts as well as higher ed and commerce to evaluate the above set of standards to make the best choice for ND as well as testing choice and textbook options for full implementation in 1 year after the repeal. – (don't compromise for 2 years) – having higher ed involved will help ensure that their teacher prep classes adapt to the new standards in K-12 and stop teaching the next generation of teachers to be common core robots

Fighting: Workforce Development
Common Core is the nationalized, standardized all inclusive education in a box program that fits nicely with workforce development agenda – Common Core is its own language, methodology, data collection system

Common Core is made up of

- **Standards – (I would also argue curriculum)**
- **Assessments – monopoly – every vendor is a subset of either PARCC or SMARTER BALANCE, even the ACT and SAT are Common Core aligned – Iowa Basics and Stanford testing vendors are still a viable option**
- **Teacher/Administrator Evaluation System – data program, evaluation tool, test scores – ensures that Common Core will be taught –(anything that says Marzano technique or MCREL)**
- **Data System (state longitudinal database) most likely built with federal grants – refuse second round of grants to complete this project**
- **School Turn Around model (method of dealing with failing schools) – state/local decision**

If and when any state attempts to alter any of these Common Core "pillars" (pillars is not a term – I coined the phrase to help describe what is being constructed)it disrupts the nationalized/standardized take-over of education, so then the Feds will threaten the state's NCLB waiver. "All" will claim that if you lose the waiver, then you will lose federal funding and the Feds will come in and close down schools – this is all very false – look to the state of Washington – they are operating without a waiver from NCLB because they refused to enforce the teacher evaluation system. Basically it is what the education world was like in 2008.

Ohio's bill has some language concerning the data collection/teacher evaluation system – both of these pillars need to be repealed from ND law – might see what teacher/administration evaluation system legislation has been passed - and then replaced with language that these decisions will be made by individual school districts and not connected with Common Core standards, test scores, curriculum, or software

<u>HB3399 Information and Talking Points</u>

HB3399:

1. Reasserts state control over standards and assessments
2. Guarantees higher standards

How:

1. Establishes a process to develop new standards superior to OK's PASS and Common Core
2. Repeals Common Core
3. Prohibits the state from ceding control or authority over standards and assessments
4. OK PASS, Priority Academic State standards and aligned test will be used during transition period – won't work for ND
5. Addresses concerns about 'fuzzy' math
6. New standards will be compared with Common Core to ensure they are better and not a relabeling
7. New standards are subject to Legislative approval
8. Requires standards and assessments to be developmentally appropriate
9. Allows for the use of paper and pencil tests if online testing creates problems for students
10. Addresses definitions for rigor, critical thinking, and emotive teaching

OK's HB3399 Firewall from the Federal Gov.

"Prohibits Oklahoma from entering into any agreement, memorandum of understanding or contract with any federal agency or private entity which in any way cedes or limits state discretion or control over the establishment, development, review or amendment of academic content standards, teaching standards, student assessments or student data in the public school system"

Rep. Jason Nelson, the House author of HB3399, closed his debate by reminding Gov. Fallin that HB3399 at its fundamental level is about Oklahoma maintaining local control over its education decisions, "it gives the state control over its education system and prohibits the federal government from having authority over state education standards and that state educators want to control Oklahoma education standards regardless of whether it makes sense to the federal government."

WATCH: Rep. Jason Nelson's closing comments on May 23rd, 2014 about HB3399:
http://okhouse.granicus.com/MediaPlayer.php?clip_id=1234

WATCH: Rep. Nelson's closing arguments for HB3399 on March 12th Common Core Debate Asking Gov. Fallin to have the courage to take her executive order and place in statute:
http://okhouse.granicus.com/MediaPlayer.php?clip_id=1242

Senator Brecheen, the Senate author on HB3399 closed his debate by reading from the book, *The Bluest Eye*. This book, which is a recommended text by the Common Core standards, contains pornographic accounts about the rape of a child as seen through the eyes of the rapist.

It's miserably graphic... if you don't vote for this (HB3399)... you are exposing your children and my children to amoral content that is unacceptable...we say we run on conservative Christian values? Here's your chance."

One of Common Core's encouraged text examples is so graphic that it couldn't be read on the Senate floor without being gaveled down, and yet it is acceptable for OK to spend tax dollars to make this literature accessible to OK children in order to prepare them for the Common Core tests.

WATCH: Senator Brecheen's comments about *The Bluest Eye* on the Senate Floor:
https://www.youtube.com/watch?v=hbBTzgc-PI4

The Bluest Eye **is just a small part of the indoctrination** that can be found throughout the Common Core initiative. Terrence Moore's *The Story-Killers* also tells about how Common Core opens the flood gates for aligned liberal-slanted curriculum to question our 2nd Amendment rights, our Founding Fathers' intents and true understanding of freedom and liberty, questioning American Exceptionalism, the faith of the pilgrims, exposure to environmental extremists' viewpoints, and amoral themes. What we're doing with Common Core is subjecting our students and teachers to an unsafe environment nationwide. As Abraham Lincoln once said, "The philosophy of the school room in one generation, will be the governing philosophy of the next".

I couldn't find any documentation of the testing example I mentioned on the phone – it was a teacher testimony –

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Kasper, Jim M.

Subject: Emailing: The Excellent But False Messaging of the Common Core Standards Diane Ravitch

Diane Ravitch Become a fan
Research Professor of Education, New York University; Author, 'Reign of Error'

Email

The Excellent But False Messaging of the Common Core Standards

Posted: 07/11/2014 10:58 am EDT Updated: 09/10/2014 5:59 am EDT

Have you ever wondered about the amazingly effective campaign to sell the Common Core standards to the media, the business community, and the public? How did it happen that advocates for the standards used the same language, the same talking points, the same claims, no matter where they were located?

The talking points sounded poll-tested because they were. The language was the same because it came from the ıe source. The campaign to have "rigorous," "high standards" that would make ALL students "college and .eer-ready" and "globally competitive" was well planned and coordinated. There was no evidence for these

claims but repeated often enough in editorials and news stories and in ads by major corporations, they took on the ring of truth. Even the new stories that reported on controversies between advocates and opponents of the Common Core used the rhetoric of the advocates to describe the standards.

is was no accident.

Lyndsey Layton of the *Washington Post* reported that the Hunt Institute in North Carolina received more than $5 million from the Gates Foundation to organize support for the brand-new, unknown, untested Common Core standards. Organizing support meant creating the message as well as mobilizing messengers, many of whom were also funded by the Gates Foundation.

In Layton's blockbuster article about how the Gates Foundation underwrote the rapid adoption of "national standards" by spreading millions of dollars strategically, this remarkable story was included:

"The foundation, for instance, gave more than $5 million to the University of North Carolina-affiliated Hunt Institute, led by the state's former four-term Democratic governor, Jim Hunt, to advocate for the Common Core in statehouses around the country.

"The grant was the institute's largest source of income in 2009, more than 10 times the size of its next largest donation. With the Gates money, the Hunt Institute coordinated more than a dozen organizations -- many of them also Gates grantees -- including the Thomas B. Fordham Institute, National Council of La Raza, the Council of Chief State School Officers, National Governors Association, Achieve and the two national teachers unions.

The Hunt Institute held weekly conference calls between the players that were directed by Stefanie Sanford, who was in charge of policy and advocacy at the Gates Foundation. They talked about which states needed ring up, the best person to respond to questions or criticisms and who needed to travel to which state capital ... testify, according to those familiar with the conversations.

"The Hunt Institute spent $437,000 to hire GMMB, a strategic communications firm owned by Jim Margolis, a top Democratic strategist and veteran of both of Obama's presidential campaigns. GMMB conducted polling around standards, developed fact sheets, identified language that would be effective in winning support and prepared talking points, among other efforts.

"The groups organized by Hunt developed a "messaging tool kit" that included sample letters to the editor, op-ed pieces that could be tailored to individuals depending on whether they were teachers, parents, business executives or civil rights leaders."

And that, ladies and gentlemen, is why the advocates for the Common Core standards have the same rhetoric, the same claims, no matter where they are, because the campaign was well organized and well messaged.

What the campaign did not take into account was the possibility of push-back, the possibility that the very lack of public debate and discussion would sow suspicion and controversy. What the advocates forgot is that the democratic way of making change may be slow and may require compromise, but it builds consensus. The Common Core standards, thanks to Gates' largesse, skipped the democratic process, imposed new standards on almost every state, bypassing the democratic process, and is now paying the price of autocratic action in a democratic society.

low Diane Ravitch on Twitter: www.twitter.com/DianeRavitch

Subject: Emailing: Everything you need to know about Common Core — Ravitch - The Washington Post

[ ]

ne Ravitch
etwork for Public Education)

Diane Ravitch, the education historian who has become the leader of the movement against corporate-influenced school reform, gave this speech to the Modern Language Association on Jan. 11 about the past, present and future of the Common Core State Standards.

Here's her speech:

As an organization of teachers and scholars devoted to the study of language and literature, MLA should be deeply involved in the debate about the Common Core standards.

The Common Core standards were developed in 2009 and released in 2010. Within a matter of months, they had been endorsed by 45 states and the District of Columbia. At esent, publishers are aligning their materials with the Common Core, technology

companies are creating software and curriculum aligned with the Common Core, and two federally-funded consortia have created online tests of the Common Core.

What are the Common Core standards? Who produced them? Why are they controversial? How did their adoption happen so quickly?

As scholars of the humanities, you are well aware that every historical event is subject to interpretation. There are different ways to answer the questions I just posed. Originally, this session was designed to be a discussion between me and David Coleman, who is generally acknowledged as the architect of the Common Core standards. Some months ago, we both agreed on the date and format. But Mr. Coleman, now president of the College Board, discovered that he had a conflicting meeting and could not be here.

So, unfortunately, you will hear only my narrative, not his, which would be quite different. I have no doubt that you will have no difficulty getting access to his version of the narrative, which is the same as Secretary Arne Duncan's.

He would tell you that the standards were created by the states, that they were widely and quickly embraced because so many educators wanted common standards for teaching language, literature, and mathematics. But he would not be able to explain why so many educators and parents are now opposed to the standards and are reacting angrily to the testing that accompanies them.

I will try to do that.

I will begin by setting the context for the development of the standards.

They arrive at a time when American public education and its teachers are under attack. Never have public schools been as subject to upheaval, assault, and chaos as they are today. Unlike modern corporations, which extol creative disruption, schools need stability, not constant turnover and change. Yet for the past dozen years, ill-advised federal and state policies have rained down on students, teachers, principals, and schools.

George W. Bush's No Child Left Behind and Barack Obama's Race to the Top have combined to impose a punitive regime of standardized testing on the schools. NCLB was passed by Congress in 2001 and signed into law in 2002. NCLB law required schools to

test every child in grades 3-8 every year; by 2014, said the law, every child must be "proficient" or schools would face escalating sanctions. The ultimate sanction for failure to raise test scores was firing the staff and closing the school.

Because the stakes were so high, NCLB encouraged teachers to teach to the test. In many schools, the curriculum was narrowed; the only subjects that mattered were reading and mathematics. What was not tested—the arts, history, civics, literature, geography, science, physical education—didn't count. Some states, like New York, gamed the system by dropping the passing mark each year, giving the impression that its students were making phenomenal progress when they were not. Some districts, like Atlanta, El Paso, and the District of Columbia, were caught up in cheating scandals. In response to this relentless pressure, test scores rose, but not as much as they had before the adoption of NCLB.

Then along came the Obama administration, with its signature program called Race to the Top. In response to the economic crisis of 2008, Congress gave the U.S. Department of Education $5 billion to promote "reform." Secretary Duncan launched a competition for states called "Race to the Top." If states wanted any part of that money, they had to agree to certain conditions. They had to agree to evaluate teachers to a significant degree by the rise or fall of their students' test scores; they had to agree to increase the number of privately managed charter schools; they had to agree to adopt "college and career ready standards," which were understood to be the not-yet-finished Common Core standards; they had to agree to "turnaround" low-performing schools by such tactics as firing the principal and part or all of the school staff; and they had to agree to collect unprecedented amounts of personally identifiable information about every student and store it in a data warehouse. It became an article of faith in Washington and in state capitols, with the help of propagandistic films like "Waiting for Superman," that if students had low scores, it must be the fault of bad teachers. Poverty, we heard again and again from people like Bill Gates, Joel Klein, and Michelle Rhee, was just an excuse for bad teachers, who should be fired without delay or due process.

These two federal programs, which both rely heavily on standardized testing, has produced a massive demoralization of educators; an unprecedented exodus of experienced educators, who were replaced in many districts by young, inexperienced, low-wage teachers; the closure of many public schools, especially in poor and minority

districts; the opening of thousands of privately managed charters; an increase in low-quality for-profit charter schools and low-quality online charter schools; a widespread attack on teachers' due process rights and collective bargaining rights; the near-collapse public education in urban districts like Detroit and Philadelphia, as public schools are replaced by privately managed charter schools; a burgeoning educational-industrial complex of testing corporations, charter chains, and technology companies that view public education as an emerging market. Hedge funds, entrepreneurs, and real estate investment corporations invest enthusiastically in this emerging market, encouraged by federal tax credits, lavish fees, and the prospect of huge profits from taxpayer dollars. Celebrities, tennis stars, basketball stars, and football stars are opening their own name-brand schools with public dollars, even though they know nothing about education.

No other nation in the world has inflicted so many changes or imposed so many mandates on its teachers and public schools as we have in the past dozen years. No other nation tests every student every year as we do. Our students are the most over-tested in the world. No other nation—at least no high-performing nation—judges the quality of teachers by the test scores of their students. Most researchers agree that this methodology is fundamentally flawed, that it is inaccurate, unreliable, and unstable, that highest ratings will go to teachers with the most affluent students and the lowest ratings will go to teachers of English learners, teachers of students with disabilities, and teachers in high-poverty schools. Nonetheless, the U.S. Department of Education wants every state and every district to do it. Because of these federal programs, our schools have become obsessed with standardized testing, and have turned over to the testing corporations the responsibility for rating, ranking, and labeling our students, our teachers, and our schools.

The Pearson Corporation has become the ultimate arbiter of the fate of students, teachers, and schools.

This is the policy context in which the Common Core standards were developed. Five years ago, when they were written, major corporations, major foundations, and the key policymakers at the Department of Education agreed that public education was a disaster and that the only salvation for it was a combination of school choice—including privately managed charters and vouchers– national standards, and a weakening or elimination of such protections as collective bargaining, tenure, and seniority. At the

same time, the political and philanthropic leaders maintained a passionate faith in the value of standardized tests and the data that they produced as measures of quality and as ultimate, definitive judgments on people and on schools. The agenda of both publicans and Democrats converged around the traditional Republican agenda of standards, choice, and accountability. In my view, this convergence has nothing to do with improving education or creating equality of opportunity but everything to do with cutting costs, standardizing education, shifting the delivery of education from high-cost teachers to low-cost technology, reducing the number of teachers, and eliminating unions and pensions.

The Common Core standards were written in 2009 under the aegis of several D.C.-based organizations: the National Governors Association, the Council of Chief State School Officers, and Achieve. The development process was led behind closed doors by a small organization called Student Achievement Partners, headed by David Coleman. The writing group of 27 contained few educators, but a significant number of representatives of the testing industry. From the outset, the Common Core standards were marked by the absence of public participation, transparency, or educator participation. In a democracy, transparency is crucial, because transparency and openness builds trust. ose crucial ingredients were lacking.

The U.S. Department of Education is legally prohibited from exercising any influence or control over curriculum or instruction in the schools, so it could not contribute any funding to the expensive task of creating national standards. The Gates Foundation stepped in and assumed that responsibility. It gave millions to the National Governors Association, to the Council of Chief School Officers, to Achieve and to Student Achievement Partners. Once the standards were written, Gates gave millions more to almost every think tank and education advocacy group in Washington to evaluate the standards—even to some that had no experience evaluating standards—and to promote and help to implement the standards. Even the two major teachers' unions accepted millions of dollars to help advance the Common Core standards. Altogether, the Gates Foundation has expended nearly $200 million to pay for the development, evaluation, implementation, and promotion of the Common Core standards. And the money tap is still open, with millions more awarded this past fall to promote the Common Core ndards.

Some states—like Kentucky—adopted the Common Core standards sight unseen. Some—like Texas—refused to adopt them sight unseen. Some—like Massachusetts—adopted them even though their own standards were demonstrably better and had been proven over time.

The advocates of the standards saw them as a way to raise test scores by making sure that students everywhere in every grade were taught using the same standards. They believed that common standards would automatically guarantee equity. Some spoke of the Common Core as a civil rights issue. They emphasized that the Common Core standards would be far more rigorous than most state standards and they predicted that students would improve their academic performance in response to raising the bar.

Integral to the Common Core was the expectation that they would be tested on computers using online standardized exams. As Secretary Duncan's chief of staff wrote at the time, the Common Core was intended to create a national market for book publishers, technology companies, testing corporations, and other vendors.

What the advocates ignored is that test scores are heavily influenced by socioeconomic status. Standardized tests are normed on a bell curve. The upper half of the curve has an abundance of those who grew up in favorable circumstances, with educated parents, books in the home, regular medical care, and well-resourced schools. Those who dominate the bottom half of the bell curve are the kids who lack those advantages, whose parents lack basic economic security, whose schools are overcrowded and under-resourced. To expect tougher standards and a renewed emphasis on standardized testing to reduce poverty and inequality is to expect what never was and never will be.

Who supported the standards? Secretary Duncan has been their loudest cheerleader. Governor Jeb Bush of Florida and former DC Chancellor Michelle Rhee urged their rapid adoption. Joel Klein and Condoleeza Rice chaired a commission for the Council on Foreign Relations, which concluded that the Common Core standards were needed to protect national security. Major corporations purchased full-page ads in the New York Times and other newspapers to promote the Common Core. ExxonMobil is especially vociferous in advocating for Common Core, taking out advertisements on television and other news media saying that the standards are needed to prepare our workforce for global competition. The U.S. Chamber of Commerce endorsed the standards, saying they

were necessary to prepare workers for the global marketplace. The Business Roundtable stated that its #1 priority is the full adoption and implementation of the Common Core standards. All of this excitement was generated despite the fact that no one knows whether the Common Core will fulfill any of these promises. It will take 12 years whether we know what its effects are.

The Common Core standards have both allies and opponents on the right. Tea-party groups at the grassroots level oppose the standards, claiming that they will lead to a federal takeover of education. The standards also have allies and opponents on the left.

I was aware of Common Core from the outset. In 2009, I urged its leaders to plan on field testing them to find out how the standards worked in real classrooms with real teachers and real students. Only then would we know whether they improve college-readiness and equity. In 2010, I was invited to meet at the White House with senior administration officials, and I advised them to field test the standards to make sure that they didn't widen the achievement gaps between haves and have-nots.

After all, raising the bar might make more students fail, and failure would be greatest amongst those who cannot clear the existing bar.

Last spring, when it became clear that there would be no field testing, I decided I could not support the standards. I objected to the lack of any democratic participation in their development; I objected to the absence of any process for revising them, and I was fearful that they were setting unreachable targets for most students. I also was concerned that they would deepen the sense of crisis about American education that has been used to attack the very principle of public education. In my latest book, I demonstrated, using data on the U.S. Department of Education website that the current sense of crisis about our nation's public schools was exaggerated; that test scores were the highest they had ever been in our history for whites, African Americans, Latinos, and Asians; that graduation rates for all groups were the highest in our history; and that the dropout rate was the lowest ever in our history.

My fears were confirmed by the Common Core tests. Wherever they have been implemented, they have caused a dramatic collapse of test scores. In state after state, the passing rates dropped by about 30%. This was not happenstance. This was failure by design. Let me explain.

The Obama administration awarded $350 million to two groups to create tests for the Common Core standards. The testing consortia jointly decided to use a very high passing mark, which is known as a "cut score." The Common Core testing consortia decided that a passing mark on their tests would be aligned with the proficient level on the federal tests called NAEP. This is a level typically reached by about 35-40% of students. Massachusetts is the only state in which as many as 50% ever reached the NAEP proficient level. The testing consortia set the bar so high that most students were sure to fail, and they did.

In New York state, which gave the Common Core tests last spring, only 30% of students across the state passed the tests. Only 3% of English language learners passed. Only 5% of students with disabilities passed. Fewer than 20% of African American and Hispanic students passed. By the time the results were reported in August, the students did not have the same teachers; the teachers saw the scores, but did not get any item analysis. They could not use the test results for diagnostic purposes, to help students. Their only value was to rank students.

When New York state education officials held public hearings, parents showed up en masse to complain about the Common Core testing. Secretary Duncan dismissed them as "white suburban moms" who were disappointed to learn that their child was not as brilliant as they thought and their public school was not as good as they thought. But he was wrong: the parents were outraged not because they thought their children were brilliant but because they did not believe that their children were failures. What, exactly, is the point of crushing the hearts and minds of young children by setting a standard so high that 70% are certain to fail?

The financial cost of implementing Common Core has barely been mentioned in the national debates. All Common Core testing will be done online. This is a bonanza for the tech industry and other vendors. Every school district must buy new computers, new teaching materials, and new bandwidth for the testing. At a time when school budgets have been cut in most states and many thousands of teachers have been laid off, school districts across the nation will spend billions to pay for Common Core testing. Los Angeles alone committed to spend $1 billion on iPads for the tests; the money is being taken from a bond issue approved by voters for construction and repair of school facilities. Meanwhile, the district has cut teachers of the arts, class size has increased,

and necessary repairs are deferred because the money will be spent on iPads. The iPads will be obsolete in a year or two, and the Pearson content loaded onto the iPads has only a three-year license. The cost of implementing the Common Core and the new tests is likely to run into the billions at a time of deep budget cuts.

Other controversies involve the standards themselves. Early childhood educators are nearly unanimous in saying that no one who wrote the standards had any expertise in the education of very young children. More than 500 early childhood educators signed a joint statement complaining that the standards were developmentally inappropriate for children in the early grades. The standards, they said, emphasize academic skills and leave inadequate time for imaginative play. They also objected to the likelihood that young children would be subjected to standardized testing. And yet proponents of the Common Core insist that children as young as 5 or 6 or 7 should be on track to be college-and-career ready, even though children this age are not likely to think about college, and most think of careers as cowboys, astronauts, or firefighters.

There has also been heated argument about the standards' insistence that reading must be divided equally in the elementary grades between fiction and informational text, and divided 70-30 in favor of informational text in high school. Where did the writers of the standards get these percentages? They relied on the federal NAEP—the National Assessment of Educational Progress-which uses these percentages as instructions to test developers. NAEP never intended that these numbers would be converted into instructional mandates for teachers. This idea that informational text should take up half the students' reading time in the early grades and 70% in high school led to outlandish claims that teachers would no longer be allowed to teach whole novels. Somewhat hysterical articles asserted that the classics would be banned while students were required to read government documents. The standards contain no such demands.

Defenders of the Common Core standards said that the percentages were misunderstood. They said they referred to the entire curriculum—math, science, and history, not just English. But since teachers in math, science, and history are not known for assigning fiction, why was this even mentioned in the standards? Which administrator will be responsible for policing whether precisely 70% of the reading in senior year is devoted to informational text? Who will keep track?

The fact is that the Common Core standards should never have set forth any percentages at all. If they really did not mean to impose numerical mandates on English teachers, they set off a firestorm of criticism for no good reason. Other nations have national standards, and I don't know of any that tell teachers how much time to devote to fiction and how much time to devote to informational text. Frankly, I think that teachers are quite capable of making that decision for themselves. If they choose to teach a course devoted only to fiction or devoted only to non-fiction, that should be their choice, not a mandate imposed by a committee in 2009.

Another problem presented by the Common Core standards is that there is no one in charge of fixing them. If teachers find legitimate problems and seek remedies, there is no one to turn to. If the demands for students in kindergarten and first grade are developmentally inappropriate, no one can make changes. The original writing committee no longer exists. No organization or agency has the authority to revise the standards. The Common Core standards might as well be written in stone. This makes no sense. They were not handed down on Mount Sinai, they are not an infallible Papal encyclical, why is there no process for improving and revising them?

Furthermore, what happens to the children who fail? Will they be held back a grade? Will they be held back again and again? If most children fail, as they did in New York, what will happen to them? How will they catch up? The advocates of the standards insist that low-scoring students will become high-scoring students if the tests are rigorous, but what if they are wrong? What if the failure rate remains staggeringly high as it is now? What if it improves marginally as students become accustomed to the material, and the failure rate drops from 70% to 50%? What will we do with the 50% who can't jump over the bar? Teachers across the country will be fired if the scores of their pupils do not go up. This is nuts. We have a national policy that is a theory based on an assumption grounded in hope. And it might be wrong, with disastrous consequences for real children and real teachers.

In some states, teachers say that the lessons are scripted and deprive them of their professional autonomy, the autonomy they need to tailor their lessons to the needs of the students in front of them. Behind the Common Core standards lies a blind faith in standardization of tests and curriculum, and perhaps, of children as well. Yet we know that even in states with strong standards, like Massachusetts and California, there are

wide variations in test scores. Tom Loveless of the Brookings Institution predicted that the Common Core standards were likely to make little, if any, difference. No matter how high and uniform their standards, there are variations in academic achievement within states, there are variations within districts, there are variations within every school.

It is good to have standards. I believe in standards, but they must not be rigid, inflexible, and prescriptive. Teachers must have the flexibility to tailor standards to meet the students in their classrooms, the students who can't read English, the students who are two grade levels behind, the students who are homeless, the students who just don't get it and just don't care, the students who frequently miss class. Standards alone cannot produce a miraculous transformation.

I do not mean to dismiss the Common Core standards altogether. They could be far better, if there were a process whereby experienced teachers were able to fix them. They could be made developmentally appropriate for the early grades, so that children have time for play and games, as well as learning to read and do math and explore nature.

The numerical demands for 50-50 or 70-30 literature vs. informational text should be eliminated. They serve no useful purpose and they have no justification.

In every state, teachers should work together to figure out how the standards can be improved. Professional associations like the National Council for the Teaching of English and the National Council for the Teaching of Mathematics should participate in a process by which the standards are regularly reviewed, revised, and updated by classroom teachers and scholars to respond to genuine problems in the field.

The Common Core standards should be decoupled from standardized testing, especially online standardized testing. Most objections to the standards are caused by the testing. The tests are too long, and many students give up; the passing marks on the tests were set so high as to create failure.

Yet the test scores will be used to rate students, teachers, and schools.

The standardized testing should become optional. It should include authentic writing assignments that are judged by humans, not by computers. It too needs oversight by professional communities of scholars and teachers.

There is something about the Common Core standards and testing, about their demand for uniformity and standardization, that reeks of early twentieth century factory-line thinking. There is something about them that feels obsolete. Today, most sectors of our economy have standards that are open-sourced and flexible, that rely upon the wisdom of practitioners, that are constantly updated and improved.

In the present climate, the Common Core standards and testing will become the driving force behind the creation of a test-based meritocracy. With David Coleman in charge of the College Board, the SAT will be aligned with the Common Core; so will the ACT. Both testing organizations were well represented in the writing of the standards; representatives of these two organizations comprised 12 of the 27 members of the original writing committee. The Common Core tests are a linchpin of the federal effort to commit K-12 education to the new world of Big Data. The tests are the necessary ingredient to standardize teaching, curriculum, instruction, and schooling. Only those who pass these rigorous tests will get a high school diploma. Only those with high scores on these rigorous tests will be able to go to college.

No one has come up with a plan for the 50% or more who never get a high school diploma. These days, a man or woman without a high school diploma has meager chances to make their way in this society. They will end up in society's dead-end jobs.

Some might say this is just. I say it is not just. I say that we have allowed the testing corporations to assume too much power in allotting power, prestige, and opportunity. Those who are wealthy can afford to pay fabulous sums for tutors so their children can get high scores on standardized tests and college entrance exams. Those who are affluent live in districts with ample resources for their schools. Those who are poor lack those advantages. Our nation suffers an opportunity gap, and the opportunity gap creates a test score gap.

You may know Michael Young's book The Rise of the Meritocracy. It was published in 1958 and has gone through many editions. A decade ago, Young added a new introduction in which he warned that a meritocracy could be sad and fragile. He wrote:

If the rich and powerful were encouraged by the general culture to believe that they fully deserved all they had, how arrogant they could become, and if they were convinced it was all for the common good, how ruthless in pursuing their own advantage. Power

corrupts, and therefore one of the secrets of a good society is that power should always be open to criticism. A good society should provide sinew for revolt as well as for power.

t authority cannot be humbled unless ordinary people, however much they have been rejected by the educational system, have the confidence to assert themselves against the mighty. If they think themselves inferior, if they think they deserve on merit to have less worldly goods and less worldly power than a select minority, they can be damaged in their own self-esteem, and generally demoralized.

Even if it could be demonstrated that ordinary people had less native ability than those selected for high position, that would not mean that they deserved to get less. Being a member of the "lucky sperm club" confers no moral right or advantage. What one is born with, or without, is not of one's own doing.

We must then curb the misuse of the Common Core standards: Those who like them should use them, but they should be revised continually to adjust to reality. Stop the testing. Stop the rating and ranking. Do not use them to give privilege to those who pass them or to deny the diploma necessary for a decent life. Remove the high-stakes that policymakers intend to attach to them. Use them to enrich instruction, but not to

ndardize it.

I fear that the Common Core plan of standards and testing will establish a test-based meritocracy that will harm our democracy by parceling out opportunity, by ranking and rating every student in relation to their test scores.

We cannot have a decent democracy unless we begin with the supposition that every human life is of equal value. Our society already has far too much inequality of wealth and income. We should do nothing to stigmatize those who already get the least of society's advantages. We should bend our efforts to change our society so that each and every one of us has the opportunity to learn, the resources needed to learn, and the chance to have a good and decent life, regardless of one's test scores.

Valerie Strauss covers education and runs The Answer Sheet blog.

Cost of Common Core tests millions more than expected

by Molly Beck Mbeck@Madison.Com, 608-252-6135 • Jan. 18, 2015 • 3 min read • original

The cost of testing Wisconsin students over the next two years will be at least $7.2 million more than originally estimated, state documents show.

The increased price tag comes at a time when states are preparing their students for new tests aligned to the Common Core State Standards and an effort by local GOP lawmakers to diminish the standards and offer schools a way to opt out of taking the tests picked by the state.

The Department of Public Instruction is asking for $17.9 million for the 2015-16 school year and $18.5 million for the 2016-17 school year to pay for administering the tests, according to DPI's 2015-17 budget request. That is about $3.26 million and $3.96 million more, respectively, than what is appropriated already.

Currently, the state has committed about $14.6 million for state assessments for those years, according to DPI.

When the consortium was created, nearly 30 states had signed up to use the tests, but the number has dropped over the years as more states rethink how they will assess their students or abandon the Common Core standards altogether.

Rep. Jeremy Thiesfeldt, R-Fond du Lac, Assembly Education Committee chairman, said at a hearing this week that he thinks the costs are rising partially because some states are no longer using the test.

Senate Education Reform and Government Operations committee chairman Paul Farrow, R-Pewaukee, echoed those concerns in an interview, but Senate Education Committee chairman Luther Olsen, R-Ripon, said he attributes the higher-than-expected cost largely to the nature of the new tests, which are Web-based and adaptive, compared to the state's previous tests.

Willits said the smaller group of states now in the consortium did not have an affect on price to states remaining in the consortium.

"When the consortium started four years ago, there would be certain estimates about what it would cost between the consortium and vendors in terms of delivery and that's what I think Wisconsin is dealing with — now that they have actual numbers," she said.

According to the DPI's budget request, the cost of administering the Smarter Balanced exam has risen from $26 to $33.64 per student. The DPI is expecting to spend $1.5 million more than it has allocated for those tests in 2015, according to the request, and is asking for $1.2 million more in 2016 and about $911,000 in 2017 to fully pay for the tests that are given to students in grades three through eight.

"If we're finding it's now too cost-prohibitive, I don't want to put all these eggs into this basket," he said. "I would rather find an alternative to be truly fiscally efficient."

The first two years of the contract with ETS are expected to cost more than it will going forward "due to the startup costs associated with the transition to the new assessment," according to DPI.

The cost per student should decrease slightly to $30.10 per student after the 2016-17 school year, according to DPI.

http://host.madison.com/news/local/education/local_schools/cost-of-common-core-tests-millions-more-than-expected/article_6872d4fc-10da-5b97-9ec3-95e2d50477cb.html

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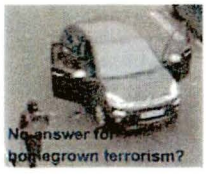

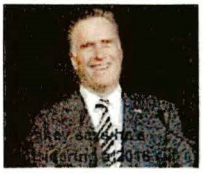
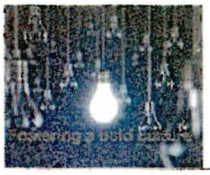

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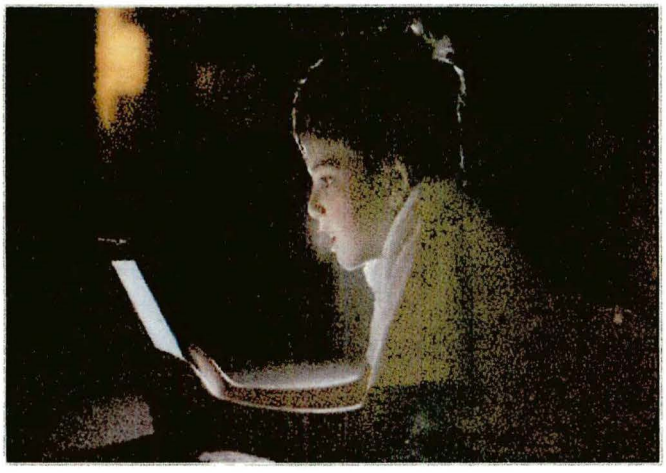
Data mining your children



By STEPHANIE SIMON | 5/15/14 5:05 AM EDT Updated: 5/17/14 1:32 PM EDT

The NSA has nothing on the ed tech startup known as Knewton.

The data analytics firm has peered into the brains of more than 4 million students across the country. By monitoring every mouse click, every keystroke, every split-second hesitation as children work through digital textbooks, Knewton is able to find out not just what individual kids know, but how they think. It can tell who has trouble focusing on science before lunch — and who will struggle with fractions next Thursday.

Even as Congress moves to rein in the National Security Agency, private-sector data mining has galloped forward — perhaps nowhere faster than in education. Both Republicans and Democrats have embraced the practice. And the Obama administration has encouraged it, even relaxing federal privacy law to allow school districts to share student data more widely.

(Full coverage: Beyond the NSA series (http://www.politico.com/p/pages/beyond-the-nsa))

The goal is to identify potential problems early and to help kids surmount them. But the data revolution has also put heaps of intimate information about school children in the hands of private companies — where it is highly vulnerable to being shared, sold or mined for profit.

A POLITICO examination of hundreds of pages of privacy policies, terms of service and district contracts — as well as interviews with dozens of industry and legal experts — finds gaping holes in the protection of children's privacy.

The amount of data being collected is staggering. Ed tech companies of all sizes, from basement startups to global conglomerates, have jumped into the game. The most adept are scooping up as many as 10 million unique data points on each child, each day. That's orders of magnitude more data than Netflix or Facebook or even Google collect on their users.

(Also on POLITICO: For sale: Student 'hopes and dreams' (http://www.politico.com/story/2014/05/student-data-privacy-market-106692.html))

Students are tracked as they play online games, watch videos, read books, take quizzes and run laps in physical education. The monitoring continues as they work on assignments from home, with companies logging children's locations, homework schedules, Web browsing habits and, of course, their academic progress.

A report (http://www.mckinsey.com/insights/business_technology/open_data_unlocking_innovation_and_performance_with_liquid_information) by McKinsey & Co. last year found that expanding the use of data in K-12 schools and colleges could drive at least $300 billion a year in added economic growth in the U.S. by improving instruction and making education more efficient.

Parents, however, are growing increasingly wary — and deeply frustrated. They're finding that it's nearly impossible to find out which companies are collecting data on their children, much less how it's being used.

School administrators are often in the dark, too. They don't know which digital tools individual teachers are using in the classroom. And when they try to ask pointed questions of the ed tech companies they work with directly, they don't always get clear answers.

"When you really start digging in… they start getting antsy. It's 'Why are you asking this?'" said Lenny Schad, chief information technology officer for the Houston Independent School District.

(Also on POLITICO: Are student files private? It depends. (http://www.politico.com/story/2014/05/student-file-privacy-beyond-the-nsa-106687.html))

"This is a problem we can't ignore," Schad said. It is, he said, "the wild, wild West."

Knewton CEO Jose Ferreira finds such concerns overblown. When parents protest that they don't want their children data-mined, Ferreira wishes he could ask them why: Is it simply that they don't want a for-profit company to map their kids' minds? If not, why not? "They'd rather the NSA have it?" he asked. "What, you trust the government?"

Ferreira said he often hears parents angrily declaring that their children cannot be reduced to data points. "That's not an argument," Ferreira said. "I'm not calling your child a bundle of data. I'm just helping her learn."

LOOPHOLES IN AN OLD LAW

The U.S. Department of Education has called safeguarding children's privacy a priority. "That has to be first, that has to be foremost, that's absolutely paramount," Education Secretary Arne Duncan said in a recent video chat (https://www.youtube.com/watch?v=4330VVZYTYU) posted by the department.

Yet the Family Educational Rights and Privacy (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) Act (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) , written when the floppy disk was just coming into vogue, offers only limited protections.

The 1974 law, known as FERPA, explicitly gives school districts the right to share students' personal information with private companies to further educational goals.

(Also on POLITICO: Big Data watches you, unchecked (http://www.politico.com/story/2014/05/big-data-beyond-the-nsa-106653.html))

Companies are supposed to keep standardized test scores, disciplinary history and other official student records confidential — and not use it for their own purposes. But the law did not anticipate the explosion in online learning.

Students shed streams of data about their academic progress, work habits, learning styles and personal interests as they navigate educational websites. All that data has potential commercial value: It could be used to target ads to the kids and their families, or to build profiles on them that might be of interest to employers, military recruiters or college admissions officers.

The law is silent on who owns that data. But Kathleen Styles, the Education Department's chief privacy officer, acknowledged in an interview that much of it is likely not protected by FERPA — and thus can be commercialized by the companies that hold it.

(Also on POLITICO: The feds' push for Big Data (http://www.politico.com/story/2014/05/feds-big-data-106650.html))

Districts could write privacy protections into their contracts with ed tech companies. But few do.

A recent national study (http://ir.lawnet.fordham.edu/clip/2/) found that just 7 percent of the contracts between districts and tech companies handling student data barred the companies from selling it for profit.

Few contracts required the companies to delete sensitive data when they were done with it. And just one in four clearly explained why the company needed personal student information in the first place, according to the study, conducted by the Center on Law and Information Policy at Fordham University.

"We don't know what these companies are doing with our children's data," said Joel Reidenberg, the Fordham law professor who conducted the study.

A White House report (http://www.whitehouse.gov/sites/default/files/docs/big_data_privacy_report_5.1.14_final_print.pdf) on big data released earlier this month recognized the risk, and called for updating FERPA. Sen. Ed Markey (D-Mass.) and Sen. Orrin Hatch (R-Utah) on Wednesday began circulating a draft bill to do just that. Their bill would tighten controls on student records and give parents the right to review — and correct — some of the information that private companies hold on their children. But the bill only covers official student educational records, not the streams of "metadata" that companies collect when kids work online.

(Also on POLITICO: 'Big data' review spotlights privacy (http://www.politico.com/story/2014/05/white-house-big-data-reveiew-106241.html))

There's no conclusive proof any company has exploited either metadata or official student records. But privacy experts say it's almost impossible to tell. The marketplace in personal data is shadowy and its impact on any one individual can be subtle: Who can say for sure if they're being bombarded with a certain ad or rebuffed by a particular employer because their personal profile has been mined and sold?

Ed tech insiders will not name bad actors in their industry. But they will say this: It's quite possible to exploit student data — and there can be a great deal of pressure to do so, especially for startups that are giving away their product for free in hopes of gaining a toe-hold in classrooms.

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TO THE EDITOR:

Creators and proponents of the Common Core national K-12 standards have found themselves unexpectedly having to defend the standards against a nationwide firestorm of opposition. It wasn't supposed to be this way -- the standards were to be adopted and implemented under the radar and presented to gullible parents as a *fait accompli*. But the parents turned out to be not so gullible.

As a guest speaker at a forum presented by the Greater North Dakota Chamber of Commerce last August, I was interested to read a recent pro-Common Core letter to the editor written by Chamber CEO Andy Peterson and others. The Chamber authors purport to clear up "misconceptions . . . touted by a vocal few," but instead parrot the shopworn misrepresentations developed by the standards' marketers. As the North Dakota parents who have done their homework already know, the truth lies elsewhere.

Regarding their claim that the Common Core standards were developed by "top leaders in our communities," the authors should have delved beneath the talking points. If they had, they would have discovered that the standards – which are owned and copyrighted by two private trade associations in Washington, D.C. -- were drafted by essentially five people, none from North Dakota; even the "development" teams that were assembled for show included no North Dakotans. The standards were then submitted to a "validation" process that was little more than a rubber stamp. The only two content experts on the Validation Committee, Dr. Sandra Stotsky and Dr. James Milgram, were so disgusted by the charade and by the deficiencies of the resulting standards that they refused to sign off.

But didn't North Dakota educators, as the Chamber authors claim, "vet" the standards in a transparent process and adopt them as they adopt all standards? Not quite. To be sure, the Department of Public Instruction went through the motions of a North Dakota review. But here is what the DPI told teachers who participated in its September 2010 survey on which the adoption decision was based: "The State of North Dakota has been invited to adopt the verbatim language and content of the Common Core State Standards . . . . To adopt the Common Core Standards requires the state to not alter any actual Common Core Standards language . . . ."

These were the ground rules governing the North Dakota "vetting" process – verbatim, all or nothing, with no revisions allowed. Clearly, the

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ultimate decision was to adopt a set of standards created by people outside the state, with North Dakota oversight in name only.

Regarding the quality of the standards themselves, the Chamber authors confidently proclaim that the standards are "incredibly valuable" and that they will "ensure [students] are . . . ready for work or for college right out of high school." Really? Based on what? The Common Core standards have never been tested or piloted anywhere, and indeed are acknowledged to be considerably less rigorous than many of the state standards they replaced. What gives their proponents such supreme confidence that Common Core is the magic bullet to solve our education problems?

In English language arts, Common Core replaces content knowledge with what Dr. Stotsky labels "empty skill sets" that will not prepare students for authentic college coursework. The standards also diminish the study of classic literature in favor of nonfiction "informational text" of the type students may find in their entry-level jobs (after all, Common Core consists more of workforce-development training than genuine education). This theory – that exposure to technical manuals rather than great stories will make students better readers, and ultimately better employees – is not only preposterous on its face, but refuted by all available research.

The Common Core math standards are even less likely to achieve the lofty results touted by the Chamber authors. One of the lead authors of the math standards admits that they are not designed to prepare students for STEM (science, technology, engineering, and math) studies in college. How could they, when they include no trigonometry or calculus and stop with an incomplete Algebra II course? And as Dr. Milgram of Stanford University points out, Common Core's mandated "reform math" techniques stand in stark contrast to the traditional techniques employed by the highest-achieving countries.

Why are the Chamber authors so certain that such mediocrity (to be generous) will catapult our students into educational excellence? Since they claim that North Dakota experts are sure of this as well, perhaps they would supply the names of the university professors in mathematics, the sciences, and engineering who have reviewed the Common Core math standards and believe them to be capable of preparing students for studies in their disciplines.

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But, the Chamber authors claim, Common Core "raises the bar" over North Dakota's previous standards, which "received" low grades. Received from whom? In fact, this "grading" was done by an education think tank that has received over $7 million from the Gates Foundation, much of which has gone to promote Gates's pet education project – the Common Core national standards. These grades are therefore suspect from the outset. And if raising the bar is what we're after, why not adopt the state standards that even this grader had to admit were superior to Common Core? Why settle for less than the best?

The authors close by implicitly admonishing parents to stop bucking the "experts" – to accept decrees from on high, from unaccountable educrats at DPI – or, more accurately, in Washington -- who after all have education degrees that parents may not have. But the more parents learn about Common Core – the more they see of it at their kitchen table every night – the less they like it. And the less they're willing to kowtow to the opinions of distant dictators who have little understanding of what is actually happening in the classroom, and the real-world consequences of Common Core's pseudo-education. North Dakota can do so much better than Common Core.

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EXCEUTIVE SUMMARY - NORTH DAKOTA AGREEMENT WITH THE UNIVERSITY OF CALIFORNIA

Whoever controls the assessments controls North Dakota education.

A 2010 Memo of Understanding was signed by then Governor John Hoeven and then Superintendent Wayne Sanstead binding North Dakota to participate in an organization of states entitled the Smarter Balanced Assessment Consortium.

The 2010 Memo of Understanding was entered into without the knowledge of North Dakota citizens or any of their elected officials other than the signatories of the memos bound the state to education decisions beyond direct oversight of those citizens due to the governance structure of the Smarter Balanced Assessment Consortium.

The 2010 Memo of Understanding required North Dakota to adopt the then unspecified Common Core State Standards and an unspecified system of testing, termed "assesement" based on those standards.

North Dakota has an extremely diluted level of control over the state's education system due to having only a single vote (4.76 % of total) among the twenty-one states that are the members of the Smarter Balanced Assessment Consortium that is the entity that North Dakota is bound to as the result of Memos of Understanding.

The November 2014 Memo of Understanding that was signed under the authority of the North Dakota Department of Public Instruction binding the state to an entity known as CESST which is funded by the U.S. Department of Education, staffed predominantly by psychologists and is under the control of the Regents of the University of California.

The November 2014 Memo of Understanding was signed without the knowledge of North Dakota citizens or any of their elected officials other than the signatories of the memo committing the state to a subordinate affiliation with CRESST.

The demonstrable political philosophy of the majority of the member states of the Smarter Balanced Assessment Consortium being significantly different than that of the majority of North Dakota citizens has the likely result in the further diminishing the state's role in the governance of their education system in a manner that reflects the prerogatives of the state's citizens.

CRESST has ultimate authority over personnel hiring and firing for the Smarter Balanced Assessment Consortium.

CREST has ultimate authority over the "Assessment System."

CRESST has ultimate authority over project management and information flow.

CRESST has ultimate authority over recruitment and evaluation of subcontractors and consultants.

CRESST has ultimate authority over monitoring of legislative policies, developments, and legal aspects of the consortium.

It appears possible that North Dakota is in a subordinate position to the laws of California in matters of participation in the Smarter Balanced Assessment Consortium.

The legal and financial analyses done by the North Dakota Department of Public Instruction must be reviewed for understanding the implication of North Dakota's contractual effect of the 2014 Memo of Understanding.

Kasper, Jim M.

From: Steve Cates <swcates@westriv.com>
nt: Tuesday, January 27, 2015 9:37 AM
Steve Cates
Subject: STEVE CATES: COMMON CORE – TRANSFORMING EDUCATION – MIND MAPPING STUDENTS?

STEVE CATES: COMMON CORE – TRANSFORMING EDUCATION – MIND MAPPING STUDENTS?

- **Common Core in North Dakota is a means of fundamental transformation of the state's education system.**
- **The Obama Administration designed and financed education reform has as it's core, the technological application of assessments using computer data systems.**
- **The assessments are explained by the U.S. Department of Education as using psychometric analysis techniques through the assessment process to build databases of student cognitive function and thinking processes.**
- **The citizens of North Dakota were not informed of this. Parent and students are unaware of what data is being acquired via "assessments." No one was told. No one was asked.**
- **ND DPI has entered ND citizens into a contractual obligation that has the University of California Los Angeles (UCLA) manage the consortium that ND is a member of (Smarter Balanced Assessment Consortium).**
- **The division of the graduate school of education at UCLA managing Smarter Balanced Assessment Consortium is referred to as CRESST.**
- **CRESST is funded by the U.S. Department of Education.**
- **The directors of CRESST are psychologists as are a majority of the staff.**

- **Over half of the Smarter Balanced Assessment Consortium primary individuals are psychologist either through education degree or academic publication.**

p://dakotabeacon.com/entry/steve_cates_common_core_transforming_education_mind_mapping_students/

WHO CONTROLS THE TEST AND THUS NORTH DAKOTA EDUCATION?

> "Common Core began as an effort to simply raise standards for students, but it has **morphed into a scheme to drive education curriculum from Washington, D.C.** ….. If Common Core is just about standards though, then why would the Superintendent and BESE President be worried about one test? **The answer is because it's about curriculum. Tests drive curriculum for the school year."** – Governor Bobby Jindal, Louisiana

Is it true that, "Whomever controls the test controls education." It seems axiomatic, a no brainer, it is obvious. **But most importantly, who then controls the assessments of North Dakota students?** What exactly is the level of control by the citizens of North Dakota or their elected officials over any aspect of the "test" which are the multiple assessments demanded by North Dakota's involvement in Common Core?

Legal Agreements

In June 2010 then North Dakota Governor John Hoeven and then North Dakota Superintendent of Public Instruction Wayne Sanstead, by signing a Memo of Understanding committing the state to participation in the Smarter Balance Assessment Consortium (SBAC) which is a non-legal entity. Adoption by North Dakota of the **Common Core State Standards** which were copyrighted by two Washington D.C. based trade associations/lobbyists funded in part by North Dakota public funds was a condition of the Memo of Understanding. The Memo of Understanding also committed North Dakota to a system of assessment of student competency in mastering those standards.

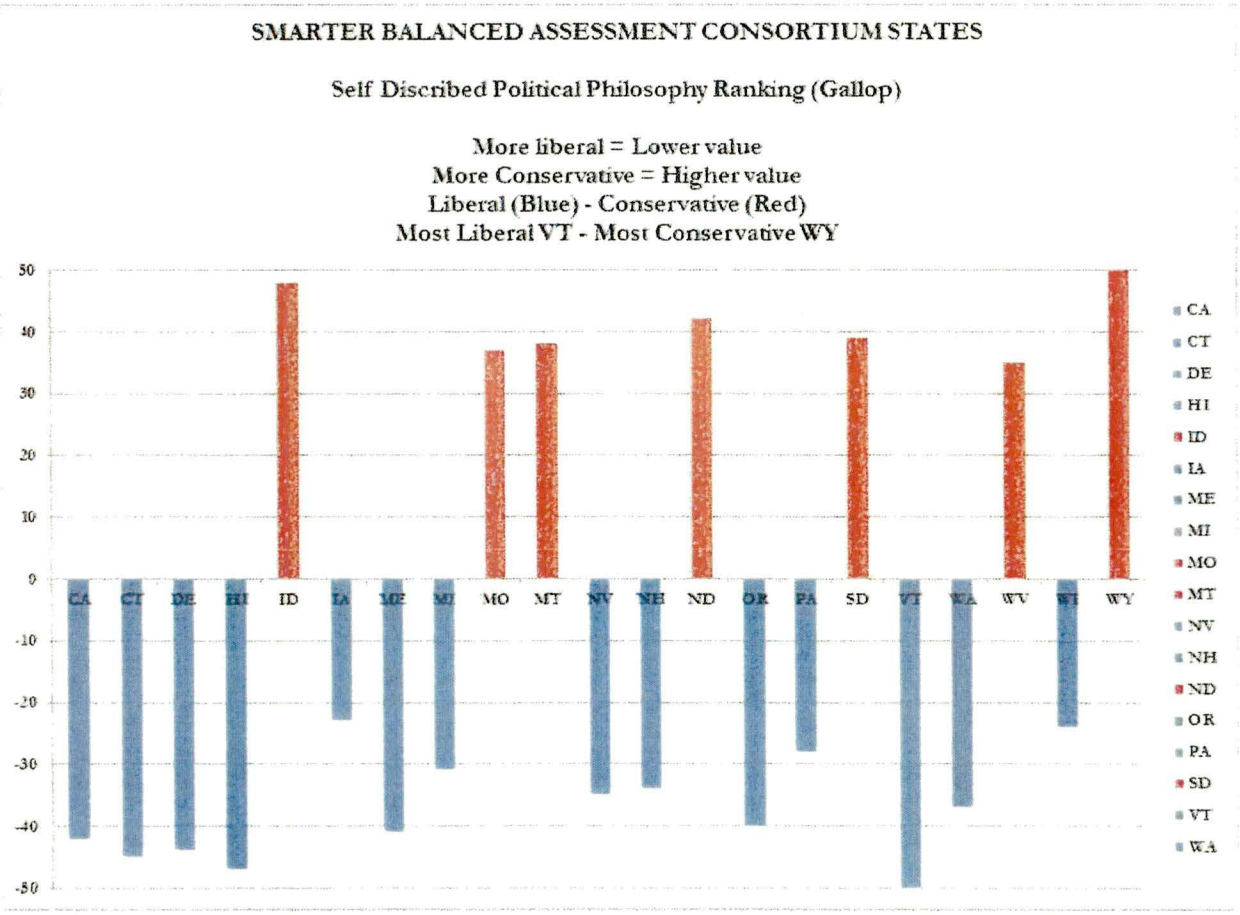
On November 4, 2014 the North Dakota Department of Public Instruction signed a Memo of Understanding agreement that committed North Dakota citizens to a new governing arrangement for SBAC. On that day, without notifying the state's citizens, asking their opinion, nor consulting with legislators, the state, through North Dakota Department of Public Instruction action unilaterally agreed to have an entity named the National Center for Research on Evaluation, Standards and Student Testing (CRESST) funded by the Obama Administration Department of Education and staffed primarily with psychologists become the **dominant partner of the then subordinated SBAC consortium** that dictates much of North Dakota's Common Core related education policy.

This Memorandum of Understanding and Agreement (this "**MOU**") is entered into by and between the entity (or authorized agency or division thereof) identified as "Member" by the parties' signatures below ("**Member**"), and The Regents of the University of California ("**UC**"), a public entity with full powers of self governance under Article IX, Section 9 of the California Constitution, as represented by the University of California at Los Angeles and its National Center for Research on Evaluation, Standards and Student Testing ("**CRESST**"), which is located in UCLA's Graduate School of Education and Information Studies (collectively, "**UCLA/CRESST**"), as of the latest date set out by the parties' signatures below (the "**Execution Date**"), with reference to the following:

North Dakota now is in a contractual relationship with UCLA/CRESST which is referred to in the Memo of Understanding as simply as "UC."

North Dakota's Control of Education

As a governing member of SBAC, North Daktoa has highly diluted influence due to the state's single vote amongst the 21 member SBAC states (4.76% representation). Objective analysis shows that North Dakota viewpoints reflected by the state's demonstrable political philosophy. An overwhelming minority among the **governing states in SBAC which are self-described as significantly much more progressive/liberal than the citizens of North Dakota.**



In governance of the Smarter Balanced Assessment Consortium the red states (majority of citizens voted for McCain in 2008 and Romney in 2012) are greatly outnumbered by blue states (majority of citizens voted for Obama in 2008 and 2012). It is overwhelmingly evident that decisions of major education policy by SBAC will be much more reflective of the philosophy of the progressive/liberal/left then that of the majority of North Dakota citizens. Could it be that due to the philosophical/political makeup of SBAC which of course, will manifest itself in setting education policy, the 4.76% voting influence of North Dakota in SBAC is now **for all practical purposes much, much less?**

As it turns out the control of our children's education is, as a result of the North Dakota Department of Public Instruction's committing to CRESST/Common Core diminished even further than the fraction of the fractional percentage (4.76%) discussed previously.

Close examination of the committing Memo of Understanding between CRESST and North Dakota illustrates how further diminished and diluted North Dakota's control of education has become and how the Obama Administration Department of Education who funds CRESST, will through CRESST, exert primary control of SBAC due to UCLA/CRESST having the dominant role the CRESST/SBAC governance structure as SBAC "will exist under and operate as a part of The UCLA Graduate School of Education and Information Studies."

> F. Beginning with UC's 2014-2015 fiscal year (which begins on July 1, 2014), Smarter Balanced ("SB") will exist under and operate as a part of The UCLA Graduate School of Education and Information Studies, subject to the direction of the Governing Board, to be funded by members paying annual fees to UC, in order to allow the Consortium's work to continue for those members that execute this MOU.

CRESST, referred to as UC has hiring authority of SBAC personnel.

> 1.26. **"SB Personnel"** means those employees and contractors that UC hires as SB employees or otherwise engages as contractors to provide services to SB (including but not limited to employees with career appointments, temporary employees, and contract employees).

SBAC members can and have changed the governance of their consortium. With a 4.76% representative vote, and dominated by states with very different philosophy of government is seems very likely that North Dakota citizen will have almost a negligible representation within the consortium as discussed previously. Governance has changed and **this Memo allows further change without any direct oversight by ANY North Dakota citizen.**

> 1.6. **"Consortium Governance Structure Document"** means the Smarter Balanced Assessment Consortium Governance Structure Document dated July 1, 2010 (as amended by the Consortium from time to time), which is available on the "Governance" page of the Consortium's website, http://www.smarterbalanced.org/about/governance/, under "Publications and Resources."

Department of Public Instruction, be in control of the "Assessment System and Enhancements" used by North Dakota students.

> 4.3. Action on Claim of Infringement. Should any part of the Assessment System that is generally used by all or substantially all Members become, or in UC's opinion be likely to become, the subject of a claim of infringement, UC will provide written notice to the Governing Board Representative of the circumstances giving rise to such claim or likely claim of infringement. In the event that Member receives notice of a claim of infringement, or is made a party to or is threatened with being made a party to any claim of infringement related to the Assessment System or Member's participation in SB, Member will provide notice of such claim or threat to UC's Project Manager and to the Governing Board Representative. Following receipt of such notice by the Governing Board Representative, except as UC and the Governing Board Representative may otherwise agree in writing, UC will either (at UC's sole election) (a) procure for Members the right to continue to use the affected portion of the Assessment System, or (b) replace, or otherwise modify, the affected portion of the Assessment System to make it noninfringing, or obtain a reasonable substitute product for the affected portion of the Assessment System, provided that any replacement, modification or substitution under this paragraph does not effect a material change in the functionality of the Assessment System. If none of the foregoing options is reasonably available to UC, then UC will so notify Member and the Governing Board Representative in writing, and Member will cease all use of the affected portion of the Assessment System promptly upon receipt of UC's notice.

Under section 5.5 which is entitled Obligations of CRESST is subsection (b). CRESST is the manager of SBAC.

> (b) Project Management. SB will prepare and present drafts of all annual and amended Planning Documents to the Governing Board or the Executive Committee (as required by the Governing Board Procedures) for approval, and UC will manage SB in compliance with the approved Planning Documents. UC's Project Manager will have primary responsibility for day-to-day communications between UC and Member on operational matters related to this MOU, and on such other matters as UC may assign to its Project Manager from time to time. UC may notify Member and other Members of any change to UC's Project Manager and/or the operational matters for which the Project Manager is responsible by posting such information on the SB Website.

CRESST "may notify". The word "may" is in legal application entirely different from use of the word "will." Using "will" would specify that CRESST would be required to notify Members. This subsection appears to give CRESST discretion in their notification of North Dakota's SBAC representative who is the "Member" referred to here.

In terms of fiscal management, CRESST appears to have been given broad authority in matters both fiscal and legal as discussed in subsection (c).

The discussion of the CRESST/SBAC governance structure is seemingly complex and convoluted to this author, not being formally trained in legal language. NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION should provide their legal analysis that was done before becoming signatories to this MOU for clarification.

The subordinate role the Members have with CRESST is clearly indicated in section 3.5 wherein SBAC is defined to have ADVISORY authority over major decisions on behalf of governance of SBAC by the use of the strictly legalistic term "Input." Input is not decision power, it is an advisory role. CRESST is in charge.

> 3.5. Decisions Requiring Governing Board Input. Without limiting the general authority of the Governing Board as described above and elsewhere in this MOU, the Executive Committee will determine when a request for approval or other action needs to be presented to the Governing Board; provided, however, that the following decisions and actions will only be made or taken by UC after the Governing Board has been notified and has been given the opportunity to meet and thereafter provide its input to UC (and, for avoidance of doubt, after Member and other Members have been given the opportunity to participate in and provide input at any and all such Governing Board meetings):
>
> (a) Hiring or termination of key SB employees;
>
> (b) Approval of the annual SB budget, to be proposed by SB, approval of other annual Planning Documents, and approval of changes to the Planning Documents as required by the Governing Board Procedures;
>
> (c) Approval of Annual Fees; and

Section 4.2 clarifies the fact that CRESST will be creating and controlling the assessments. CRESST, being funded by the Obama Department of Education will by contract made with the North Dakota Department of Public Instruction be in control of the "Assessment System and Enhancements" used by North Dakota students.

> 4.2. License Grants.
>
> (a) Assessment System. During the Term of this MOU, and contingent upon Member's timely payment of all Annual Fees when due hereunder, UC grants to Member the nonexclusive, fully-paid, royalty-free right and license to use the Assessment System and any Enhancements thereto that are made generally available to Members, only for supporting educational purposes related to Member's students and Member (and not for commercial exploitation, resale, or use in any manner not reasonably related to the administration of assessments to Member's students), and subject to any reasonable restrictions on reproduction, distribution or use that may apply to the Assessment System or certain of the SB Materials, Consortium Assets or UC Materials included therein. Member will faithfully reproduce, and will not under any circumstances remove, alter, obscure or deface any SB Marks or UC Marks that appear in any Assessment System materials.

Section 4.3 clarifies that CRESST controls the use of the assessment software. CRESST, being funded by the Obama Department of Education will, by contract made with the North Dakota

(c) Fiscal Responsibility. UC will be responsible for collecting fees from Members, for expending those fees on the Annual Operating Expenses and, if applicable, allocating any excess amounts to the Reserve Account, for supporting SB in identifying vendors and subcontractors (including, where necessary, via a competitive bidding or other selection process) and in negotiating and entering into contractual relationships with selected vendors and subcontractors, for providing SB with accounting, auditing and financial reporting support, for assisting SB with routine legal advice regarding UCLA, California and Federal regulations, polices, and laws related to SB and its finances, and for supporting the administrative, human resources, and operational needs of SB as required by the laws of the State of California and the policies and procedures of UC.

It would appear that the selection and negotiation puts CRESST firmly in a dominant role over North Dakota citizen in running the SBAC. CRESST will select vendors and subcontractors. They control the entire implementation of SBAC activities by having financial and legal oversight authority. Who in North Dakota Department of Public Instruction reviewed this legal instrument before the citizens of North Dakota were committed to these conditions?

(d) SB Staffing. UC will seek input and evaluate recommendations from the Executive Committee regarding the recruitment and hiring of key employees, and will make offers of employment or otherwise engage such individuals on such terms as UC determines to be appropriate in light of all relevant circumstances, and in a manner consistent with applicable Governing Board Procedures and with how UC hires employees in comparable UC divisions or units.

CRESST is given ultimate authority to staff SBAC by the specification of "will seek input and evaluate recommendations." CRESST has the authority to decide personnel issues "as UC determines to be appropriate and in a manner consistent with policies of UCLA! Who in North Dakota Department of Public Instruction reviewed this legal instrument before the citizens of North Dakota were committed to these conditions?

In subsection (e) the subordinate role of Members is further explained as doing things the CRESST way as "deemed relevant by UC."

(e) Support Services. UC will support the SB Personnel by providing the following day-to-day administrative and other support services (the "**Support Services**"), in a manner consistent with how such support is provided to comparable UC divisions or units (in terms of budget, number of personnel, and other considerations deemed relevant by UC); provided, however, that administrative or other support services outside the scope of the following will be made available as Non-routine Services:

(i) Administrative services, including IT and information practices, and financial and legal support;

(ii) Payroll;

(iii) Office space appropriate for SB's operations and research;

(iv) Accounts payable services;

(v) Travel accounting services;

(vi) Purchasing support, as needed, for purchasing goods and services;

(vii) Human resources support;

(viii) Advice and consultation regarding logistical, measurement and development issues; and

(ix) Basic compliance support, including standard monitoring of compliance with legislative policies and monitoring of legislative and legal developments.

Which legislative and legal developments will CRESST be monitoring? To what purpose? Perhaps the largest question that arises from review of this Memo of Understanding is that of, is SBAC and by extension Member North Dakota's education system now subject or subordinated to California law? It is the observation of this author that it is quite possible that that is the case.

In the June 2010 MOU both the Governor and Superintendent were required to sign binding North Dakota to the Smarter Balanced Assessment Consortium. When and how was it changed so that the North Dakota Department of Public Instruction has sole authority to commit North Dakota citizens to such arrangement? Where in North Dakota statute is there authorization for the North Dakota Superintendent of Public Instruction to commit North Dakota to such arrangements? How might the SBAC member states, having a much different political philosophy than the majority of North Dakota citizens, vote to alter the governance of SBAC when North Dakota's control can now be possibly described as miniscule?

The legal and financial analyses done by the North Dakota Department of Public Instruction of this Memo of Understanding prior the citizens of North Dakota becoming legally bound to these conditions by the North Dakota Department of Public Instruction must be examined to provide citizens and their elected representatives with a full understanding of just exactly how North Dakota is entangled with UCLA/CRESST.

Kasper, Jim M.

Subject: FW: ProCores vs the truth on Common Core....

Saturday, January 03, 2015

STEVE CATES: THE PROCORES, THEIR LETTER TO THE EDITOR, AND THEIR MULTIPLE HISTORICAL REVISIONS

By Steve Cates on January 3, 2015 at 04:32 pm
No Comments Yet

On December 20, 2014 the Fargo Forum and the Grand Forks Herald printed a letter to the editor authored by the proponents of the Common Core State Standards. For ease of recognition I will refer to the group that consisted of Andy Peterson of the Greater North Dakota Chamber, the Aimee Copas of the North Dakota Council of Educational Leaders, Jon Martinson of the North Dakota School Boards Association, and Nick Archuleta of the North Dakota public employees organization called ND United as the "ProCores."
The ProCores make quite a number of claims of fact and to the honesty of those opposing Common Core in North Dakota. The majority of their claims are outright false.

According to the ProCores:

> "When it comes to education and children, people are interested and passionate about providing what's best for the youngest among us. This passion can oftentimes lead to doing whatever it takes to get your view across. We understand that the critics of Common Core are passionate, but that does not entitle them to revise history, discredit our well-qualified education or make up their own "facts." To that end, we have formed a coalition to help provide the truth and combat the misconceptions being touted by a vocal few.
>
> **State initiative**
>
> The Common Core Standards were developed and reviewed by the top leaders in our communities, including governors and state superintendents from nearly every state in the country. These leaders collaborated with teachers, researchers and leading education experts to develop the Common Core Standards. After reviewing the standards, North Dakota education leaders voluntarily made the decision to adopt the standards using the same process that states have always used in determining its academic standards."

Historical Revision #1: There were no leaders of any North Dakota community involved in the development of the Common Core Standards. The standards were created in secrecy by a group largely financed by the Bill and Malinda Gates Foundation.
Historical Revision #2: There were no teachers immediately involve in the creation of the CCSS.
Historical Revision #3: There is no record that any North Dakota elected official nor their representatives had any involvement in creating the standards….no governor….no state superintendent.
Historical Revision #4: North Dakota committed to adoption of the Common Core Standards when then Governor Hoeven and then Superintendent Sanstead signed the June of 2010 Memo of Understanding that legally

bound ND to the standards by the specific requirement that, "**Each State agrees to the following element of the Consortium's Assessment System: Adopt the Common Core Standards**, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011." Education leaders could not have voluntarily made the decision, even though that is how the process is being portrayed. It was a done deal. There was no alternative.

Our participation in that consortium requires us to participate in what the consortium itself claims the Smarter Balanced Assessment Consortium's purpose as being as, **"implementation of learning and assessment systems to radically reshape the education systems of participating States."**

According to the ProCores:

> **"ND teachers**
>
> In North Dakota, 60 teachers spent two years vetting the standards to ensure their successful integration and respect for our history and cultural heritage. This decision was made by the Legislature, signed by then-Gov. John Hoeven, and implemented by our Department of Public Instruction. The whole time, this process was open and transparent; to say otherwise is to attempt to revise history."

Historical Revision #5: There was no decision made by the North Dakota Legislature to adopt the Common Core Standards. The actual process was not open to the public as it was by invitation only, and no one has ever claimed anything about the transparency of the process

The Common Core Standards were not vetted. They were rubber stamped. ND was legally bound by the Memo of Understanding to adopt the standards. The 60 educators were window dressing on a done deal to provide a tissue of legitimacy. This is the constantly used fake-out by Common Core advocates to claim legitimacy and continues to this day!

The process of review of the standards that ND had guaranteed to adopt was done with the facilitation of the **Mid-continent Research for Education and Learning** (McREL) which is a private organization funded in large part by the U.S. federal government (approximately 40%) and to about an equal amount (approximately 40 %) entities that they will not publically name.

According to the ProCores:

> "We all have a vested interest in the education of our children. The teachers and educators who developed and reviewed the standards are the experts. These experts have overwhelmingly stated that these new standards are incredibly valuable as a way to better educate students with more rigorous standards to ensure they are college or career ready upon graduating from high school. This ensures a population that is ready for work or for school right out of high school. Previously, we weren't doing a good enough job of preparing our students for their next step; now we are."

Historical Revision #6: Repeat of Historical Revision #2. The standards developers were from testing companies.

Historical Revision #7: All kinds of people have made all kinds of claims about the efficacy of the CCSS. The proponents have made all manner of claims…..without substantiating the factual basis for their claims. Over and over it is asserted that the standards were "internationally benchmarked," this is false. These standards were NEVER tested, nor evaluated in any manner prior to or subsequent to their adoption by the state of North Dakota.

According to the ProCores:

> **"Raises the bar**
>
> Common Core raises the bar and increases our expectations of both students and teachers. The fact is, in North Dakota, to remain competitive, the bar must be raised. Prior to the implementation of the Common Core Standards, North Dakota received a D grade for our English Language Arts standards. The math standards similarly received a C. After implementing the Common Core Standards, those grades were raised to a B+ and A-, respectively. The standards are working, and curriculum is still controlled at the local level."

Point of Order: These grades were assigned by the the Tomas B. Fordham Institute in 2010. That organization is largely funded by the Common Core primary funder.....the Bill and Melinda Gates Foundation. Entirely objective analysis?

Historical Revision #8: There is no scientifically valid evidence that the CCSS are working. These standards HAVE NEVER been tested! There are no rigorous peer reviewed studies. None. The standards have not been utilized long enough for objective cause/effect analysis.

According to the ProCores:

> "We have a duty to provide the best education possible for our children – to prepare them for the new economy we have in North Dakota, to successfully compete with students here and around the world, and at the very least, we should be providing an education where students who receive a high school diploma are not required to enroll in remedial classes in college and incur that additional expense."

Point of Order: The Common Core proponents repeatedly cite the fact that North Dakota high school graduates have to be remediated to attend college. They have no evidence whatsoever what the specific reason or reasons are for the need for remediation, nor, any evidence whatsoever that adoption of Common Core will have the claimed effect. **None.**

According to the ProCores:

> **"We need change**
>
> The critics of Common Core are opposed to change. What we are saying is, we need change. The world our children are growing up in is full of technology, information, and everything is available at their fingertips through Google. It is not a world of long division, slide rules, or memorization. The world has changed, the business community has adapted and we now expect our workforce to adapt as well. The new standards take us in that direction."

Historical Revision #9: No opponent of Common Core is opposed to improving the education of children. In fact many of the opponents sacrifice time and money to send their children to private schools and homeschool their own children. This assertion is a blatant falsehood. It is **THIS** systemic education reform that has been designed and promulgated by the Obama Administration that is being opposed.

According to the ProCores:

> "Common Core sets the standard, not the process. How you achieve the new standard is up to the school board and the teachers in the school. That's it at a base level: Common Core are new standards. The experts in the state, in each school district and in every school control the path. We trust those experts; their interest is in helping develop and education our children. We don't go to a mechanic if we have a tooth ache, so why would we go to someone outside of the education community to get facts about curriculum and standards."

Great Point! Only education professionals know and/or can be trusted. The incongruity is that the ProCores have just told you how poor our standards were, how students have to be remediated for college, and that the people who were in control for all of the self ascribed failure should be trusted provide the ultimate solution – Common Core! The fact that they do not mention parents and other North Dakota citizens seems a rather significant omission. If you think an Obama Administration designed education system is going to allow for local control just remember….."If you like your doctor you can keep your doctor, if you like your insurance you can keep your insurance, period".

According to the ProCores:

> "We encourage you to do the same: talk to your teachers, talk to your school board and get the truth about the standards. Or you could just trust the work of the Legislature, then-Gov. Hoeven, our state superintendent, and numerous educators who developed and implemented these standards in North Dakota."

Historic Revision #10: Repeat of Revision #5, the legislature did not "work" on the standards, nor did they have any input whatsoever in the adoption of the CCSS. In point of fact they, the legislators were entirely circumvented. The truth about the standards is that they are the excuse for system wide radical reform of North Dakota education. This is being done with the money provided from the Obama Administration with the attendant strings attached and to the design of the Obama Administration.

According to the ProCores:

"Great opportunity

The implementation of the Common Core Standards provides an unprecedented opportunity to help all students succeed while strengthening the state's long-term economy. The world is a more demanding place today than ever before. Not only do students have to compete with others in their community to get into college and secure a job, but they must compete with students around the country.

As colleges and employers expect more, we all have a role to play in helping students master the knowledge and skills that they need to succeed, and, frankly, under our new standards, we are accomplishing those goals. Why break what we just fixed."

Historical Revision #11: Repeat of Historical Revision #8. There is no scientifically proven that under our new standards that we are accomplishing any goals. What evidence exists that we fixed anything? There is none.

The ProCores:

"Peterson is with the Greater North Dakota Chamber; Copas is with the North Dakota Center for Educational Leadership; Martinson is with the North Dakota School Boards Association; Archuleta is with North Dakota United. Together they comprise North Dakotans for Student Success."

The ProCores are hiding the fact that Common Core is much, much, much, more than the simply the "standards." Note that although the Common Core supporters have been repeatedly challenged to participate in open debate they refuse, only participating in highly structured settings where they are protected from hard questions and deeper analysis. It may be that the reason that Common Core supporters seemingly have no interest in open debate is because they may not want full examination of Common Core being in reality the full of implementation of **Obama Administered designed systemic education transformation**.

Signing the letter were:

Andy Peterson	Andy@ndchamber.com	(701) 989-9899
Jon Martinson	jon.martinson@ndsba.org	(701) 255-4127
Nick Archuleta	nick.archuleta@ndunited.org	(701) 223-0450
Aimee Copas	aimee.copas@ndcel.org	(701) 258-3022

Recent Comments

Lynn Bergman: Gruber is continuing his contract with Vermont and its Democrat Governor to develop fixed payer...

Lynn Bergman: "Piggyback" is more approriate that the writer likely intended. As I pointed out in my...

Lynn Bergman: To View my "property tax replacement" model based on historic North Dakota decennial (every ten...

Lynn Bergman: For a detailed proposal to eliminate property taxes based upon a "historic maximum population" based...

Lynn Bergman: The discussion of "Hidden Taxes" in part II-E was written prior to the incremental monthly...

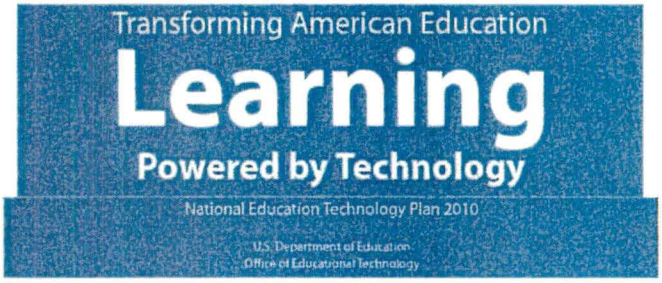
Dennis Stillings: I should like to read a more extended treatment of this piece. It gives form...

Lynn Bergman: Did You Know? *The state of ND pays the "Employee Contribution". *The assumption is an...

Monday, January 26, 2015

STEVE CATES: COMMON CORE – TRANSFORMING EDUCATION – MIND MAPPING STUDENTS?

By Steve Cates on January 26, 2015 at 07:34 pm No Comments Yet



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UCLA Psychologists Manage/Oversee North Dakota Education

On November 4, 2014, Robert Marthaller of the North Dakota Department of Public Instruction signed a Memo Of Understanding that initiated the University of California's management oversight of the Smarter Balanced Assessment Consortium (**SBAC**), the organization of which North Dakota is a member state. While this is in and of itself highly problematic it caused this author to consider just who the people now significantly in charge of North Dakota's education policy are. The National Center for Research on Evaluation, Standards, & Student Testing (**CRESST**) is **funded by the U.S. Department of Education** (last sentence, first paragraph, of biography) and lists on their staff website 42 individuals and their respective biographies. An initial review led to the recognition that 25 of these people had strong academic roots or participation in the field of psychology. The three Co-Directors and the direct SBAC management contact, the Project Manager is also a psychologist.

Smarter Balanced Controlled by Psychologists

The majority of SBAC managers and advisors are psychology related professionals such that psychology appears a significant aspect of the organization. That, to this author seems kind of odd and upon further investigation leads to recognition that something much differnt than the usual annual test (as is required by North Dakota Century code 15.1-21-08) is what is actually being done. The ND Century Code requires annual "test" of Reading, mathematics, and science. North Dakota taxpayers will now be spending for much more than traditional measure of academic progress. The state will be doing what are termed Formative, Interim, and Summative assessments, the results of these assessments will be uploaded to the state's "State Longitudinal Data System" for education analytics. **And according to SBAC and the U.S. Department of Education, a significant aspect of this data will have a psychological basis and function.**

CRESST & SBAC PSYCHOLOGISTS

Transforming Education

In November of 2010 a publication was made public by the U.S. Department of Education by Secretary Arne Duncan that explains in detail how implementation of the Common Core State Standards through Race To the Top would be used to "Transform Education" via the Common Core State Standards adoption by states. The report, in explicit terms, explains how, unlike assessment tests of academic mastery of the past, the new generation of such assessments will have a huge component of **using technology to obtain, organize, archive, and utilize data to evaluate individual student's cognitive function and intellectual processing capabilities**.

Direct quotes from the November 2010 publication, *Transforming American Education, National Education Technology Plan 2010, U.S. Department of Education Office of Educational Technology, Learning Powered by Technology:*

Are you a member? If so, please log-in. Not a member? Please register. Have you forgotten your password?

Best of the Web

- Daniel Greenfield: Hollywood's War Against American Sniper
- CBO: Late-Term Abortions Average One Per Hour In U.S., Calculates 'Cost' of Letting Babies Live
- Miscarriage Of Justice: Is Big Pharma Breaking Your Uterus?
- Rick Moran: Yemen in chaos as U.S. warships move into position to evacuate embassy
- George Neumayr: Europe's Muslim Immigration problem isn't to be discussed
- Terry Jeffrey: Obama's Tax on Stay-At-Home Moms
- Mark Steyn: The Penis Mightier Than the Sword
- Sen. Mike Lee: Repeal Obamacare With 51-Vote Senate Majority
- Shane Vander Hart: Common Core in Scott Walker's State of the State
- William McGurn: Secularism in France and Europe: Can you beat something with nothing?
- George Will: Keystone XL Pipeline Exposes Obama As A Shallow Thinker
- Matt Vespa: Saudi Arabia's 600-Mile Long Anti-ISIS Wall
- Ben Shapiro: Fracking Saved the Obama Economy
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- Michael Cutler: America on the Precipice of Immigration Anarchy
- Michelle Malkin: Hey, How's America's Rail Security Doing?
- The Federalist: Interview With Dr. Thomas Sowell
- Limbaugh: Jeb Bush And Hillary Clinton 'Aligned Perfectly' On 'Leftist Control Of The Common Core'
- Katie Pavlich: Keystone Pipeline Marches Forward in The Senate
- Preaching Allah in Our Schools — on The Glazov Gang

Lynn Bergman: NDPERS and TFFR guarantee 8% return; 3.78% is possible. The state pays 100% of the...

Lynn Bergman: The Veterans Health Administrration (and same applies to Indian Health Service) IS an easy fix....

Lynn Bergman: Veterans Health Administration and Indian Health Services patients suffer the same indignities as slaves and...

Lynn Bergman: The Veterans Health Administration and the Indian Health Service are "Separate and Unequal" health delivery...

Kathy O'Brien: Wonderful....

Steve Cates: Another interesting lesson in Common Core style public meeting: OUTRAGE! Father Arrested After Complaining About...

Lynn Bergman: "If you like your child thinking independently without being brainwashed, your child can keep thinking...

Kathy O'Brien: Thank you…no words....

Steve Cates: In bullet point #8 (referenced as [7]), the "Dr. Hillary" letter is an incorrect label....

Kathy O'Brien: Wonderful. Everything everyone needs to know…thank you for all you do!...

Lynn Bergman: Common Core, the universal federal structure necessary to indoctrinate our children to the benefits of...

Lynn Bergman: April 8 Update: Governor Dalrymple, faced with a decision to either place three pre-qualified applicants...

Madknuk: Let me get this straight, I get to pay the City to have my recyclables...

http://www.ed.gov/sites/default/files/netp2010.pdf

Page xi:

> The nation's governors and state education chiefs have begun to develop standards and assessments that measure 21st-century competencies and expertise in all content areas. Technology-based assessments that combine cognitive research and theory about how students think with multimedia, interactivity, and connectivity make it possible to directly assess these types of skills."

Page xvi:

> **Advances in learning sciences, including cognitive science**, neuroscience, education, and social sciences, give us greater understanding of three connected types of human learning—factual knowledge, **procedural knowledge, and motivational engagement**. Technology has increased our ability to both study and enhance all three types. Today's learning environments should reflect what we have learned about how people learn and take advantage of technology to optimize learning."

Page 25:

> Goal: Our education system at all levels will **leverage the power of technology to measure** what matters and use assessment data for continuous improvement.
>
> Most of the assessment done in schools today is after the fact and designed to indicate only whether students have learned. **Little is done to assess students' thinking during learning** so we can help them learn better."

Page 26:

> "I'm calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity." —President Barack Obama, Address to the Hispanic Chamber of Commerce, March 10, 2009
>
> **President Obama issued this challenge to change our thinking about what we should be assessing**. Measuring these complex skills requires designing and **developing assessments that address the full range of expertise and competencies implied by the standards.** Cognitive research and theory provide rich models and representations of how students understand and think about key concepts in the curriculum and how the knowledge structures we want students to have by the time they reach college develop over time. An illustration of the power of combining research and theory with technology is provided by the work of Jim Minstrell, a former high school physics teacher who developed an approach to teaching and assessment that **carefully considers learners' thinking**.

Page 27:

> Technology Supports Assessing Complex Competencies
>
> As Minstrell's and others' work shows, **through multimedia, interactivity, and connectivity it is possible to assess competencies that we believe are important and that are aspects of thinking highlighted in cognitive research.** It also is possible to directly assess problem solving skills, make visible sequences of actions taken by learners in simulated environments, model complex reasoning tasks, and do it all within the contexts of relevant societal issues and problems that people care about in everyday life (Vendlinski and Stevens 2002).

Page 28:

> **Growing recognition of the need to assess complex competencies also is demonstrated by the Department's Race to the Top Assessment Competition**. The 2010 competition challenged teams of states to develop student assessment systems that assess the full range of standards, including students' ability to analyze and solve complex problems, synthesize information, and apply knowledge to new situations.

Page 29:

> Assessing During Online Learning
>
> **When students are learning online**, there are multiple opportunities to **exploit the power** of technology for formative assessment. The same technology that supports learning activities gathers data in the course of learning that can be used for assessment (Lovett, Meyer, and Thille 2008). An online system can collect much more and much more detailed information about how students are learning than manual methods. As students work, the system can capture their inputs and collect evidence of their problem-solving sequences, knowledge, and strategy use, as reflected by the information each student selects or inputs, the number of attempts the student makes, the number of hints and type of feedback given, and the time allocation across parts of the problem.

- Patrick J. Buchanan: A Triumph of Terrorism
- Larry O'Conner: Why Does The Mainstream Media Call Muhammad 'The Prophet'?
- Louisiana's Newest Education Official Opposes Common Core
- ND Supreme Court Refuses to Rehear Medication Abortion Law

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Smarter Balanced Proposal for American Education Transformation

Just before "Transforming American Education" was published, Smarter Balance Assessment Consortium's submitted a 187 page application to the U.S. Department of Education Race To the Top grant (06/23/2010). SBAC was eventually provided with over 180 million dollars to do the following.

http://www.edweek.org/media/sbac_final_narrative_20100620_4pm.pdf

SBAC is committed to developing an assessment system that meets all Critical Elements required by USED Peer Review, relying heavily on the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) as its core resource for quality design. Page 33.

For example, Conley (personal communication, 2010) recommends that the Consortium focus on measuring a key set of cognitive strategies (problem formulation, research, interpretation, communication, and precision and accuracy) and self-management skills (time management, goal-setting, self-awareness, persistence, and study skills) that have been shown to be critical for success in college courses and technical certificate programs. Page 88

Psychometric research and evaluation activities will be carried out for the high-stakes summative assessments (achievement and growth measures) and the optional interim/benchmark assessments. **The Consortium is committed to the use of industry-standard psychometric techniques** during all phases of system development, including planning, design and development, small-scale pilot testing, ongoing field testing, score scale development, operational administration, setting of performance/achievement standards, and post administration data review. Page 89

(3) Item types and scoring reliability. The summative and I/B assessments will make use of technology-enhanced item types and performance events. During small-scale pilot testing, field testing, and operational administrations, the Research and Evaluation Working Group will monitor the reliability of automated and/or AI scoring of selected-response items, constructed response items, technology-enhanced items, and performance events; reliability of the scoring systems to ensure reliable data collection and to safeguard against technological problems in data collection; and development of scoring guides that detail the educational intent of each item type and how each works to collect information about students' levels of cognitive complexity/critical thinking skills. Pg 94

(1) Validity and fairness. The I/B assessments will be developed with a foundation in cognitive theory and research about how students learn over time. For this reason, the Consortium's short- and long-term research and evaluation priorities include examining the degree to which

- the I/B assessments are grounded in cognitive development theory about how learning progresses across grades and competence develops over time;
- in that respect, the generalizability of learning progressions across various student populations (e.g., high vs. low achieving, students with disabilities [SWDs] and English learners (ELs), within and across States, will be of particular interest;
- the I/B assessments—in keeping with the Theory of Action—elicit **specifically targeted knowledge, skills, and/or cognitive processes** related to college- and career readiness, per the Theory of Action, by using a reasoning-from-evidence approach during item/event development that is grounded in understanding about how students acquire competence or develop expertise in a content domain;

Selected References from the Application

American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (1999). *Standards for psychological testing.* Washington, DC: American Educational Research Association.

Mayer, R. E. (1992). *Thinking, problem solving, cognition* (2nd ed.). New York, NY: W. H. Freeman.

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My Turn: Actually, Common Core isn't difficult to replace

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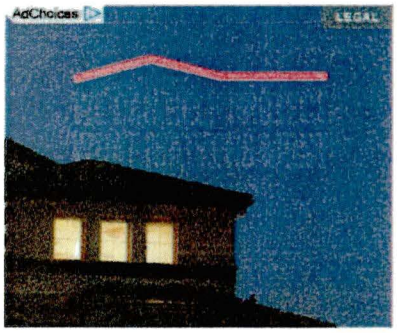
By ANN MARIE BANFIELD
For the Monitor
Sunday, January 4, 2015
(Published in print: Sunday, January 4, 2015)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Recently, the Monitor ran an article that was originally published in the Washington Post, "Common Core standards aren't so easy to replace" (Monitor Forum, Dec. 27). This article was written by the president and policy director for the Thomas B. Fordham Institute. Fordham is a recipient of funding by the Gates Foundation, which is one of the biggest organizations funding the Common Core Standards across the country.

Once again we are treated to another argument for national standards at the expense of academic excellence.

In the article, the writers acknowledge that it's preferable for states to reach for higher and better standards. They then go on to explain why this is difficult to do and cite several states that have made an effort, only to fail. Instead of calling on those governors for failing to do the will of the people, they want us to accept the flawed and developmentally inappropriate Common Core standards because it's easier for all involved. Is this all we can expect from the governors around the country?

Capital Connections »
(http://www.concordmonitor.com/

06:04PM Best Septic Service, Inc: Good day to stay inside and wax the truck. Can you see the difference? It will look real nice outside in the sun. (View photo)

02:49PM Crossroads Chiropractic: Dr Stephanie and front desk assistant Brooke reporting for duty! Crossroads Chiropractic Pembroke is now OPEN! #blizzardof2015... (View photo)

01:38PM Viking House: Some of these are former Soviet occupied nations, so many of us may never have been. Have you been to any of these countires?... (8 Most Underrated Countries in Europe)

10:09AM Steeplegate Mall: Kelly, Thank you, due to weather conditions Steeplegate Mall is closed today.

Why didn't Fordham point to academic standards they knew were superior to the Common Core standards and ask why states are failing in their efforts? Why is New Hampshire's governor failing our students?

We know the Common Core standards are flawed, do not prepare students for STEM programs in college and are developmentally inappropriate for young children. We know there are superior standards that were developed and being used before the release of the Common Core standards. States like Massachusetts developed state-level standards that were considered some of the best in the country. Not only did their former governor (Bill Weld) do the hard work necessary to elevate the quality of public education in Massachusetts, their students were outperforming their peers across the country.

In other words, we had a prescription for success that supporters of Common Core continue to ignore. Recently, the Pioneer Institute in Massachusetts published an article laying out the plan it used that brought its state national recognition for quality academic standards.

Fordham ignored what they know is a plan all states could use to elevate and develop quality academic standards. Fordham continues to plug Common Core at the expense of our students, teachers and public schools. It seems the money they received from the Gates Foundation is well spent with Fordham, however if parents in New Hampshire want the best schools for their children, they'd be wise to demand the best for their children. In towns like Wakefield, N.H., the local school board voted to reject the Common Core standards and replace them with the old and superior Massachusetts standards. Where the Hassan administration is failing public education, some local school boards are stepping up and using better-quality standards for their local schools.

Pioneer laid out the plan for states to follow. It's been a proven success, but it needs to be done by governors who are willing to lead in this effort. So far there has been no leadership from the Hassan administration in this effort. Yes, the Common Core standards can be replaced with superior and better academic standards, in spite of what Fordham would like everyone to believe. It takes leadership, but Fordham failed to call upon governors to lead the way.

(Ann Marie Banfield is the education liaison for Cornerstone Action.)

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SundayReview | OPINION

Rage Against the Common Core

By DAVID L. KIRP DEC. 27, 2014

STARTING in the mid-1990s, education advocates began making a simple argument: National education standards will level the playing field, assuring that all high school graduates are prepared for first-year college classes or rigorous career training.

While there are reasons to doubt that claim — it's hard to see how Utah, which spends less than one-third as much per student as New York, can offer a comparable education — the movement took off in 2008, when the nation's governors and education commissioners drove a huge effort to devise "world-class standards," now known as the Common Core.

Although the Obama administration didn't craft the standards, it weighed in heavily, using some of the $4.35 billion from the Race to the Top program to encourage states to adopt not only the Common Core (in itself, a good thing) but also frequent, high-stakes testing (which is deeply unpopular). The mishandled rollout turned a conversation about pedagogy into an ideological and partisan debate over high-stakes testing. The misconception that standards and testing are identical has become widespread.

At least four states that adopted the Common Core have opted out. Republican governors who initially backed the standards condemn them as "shameless government overreach."

Gov. Bobby Jindal of Louisiana, a Republican and a onetime supporter of the Common Core, sued his own state and the United States Department of Education to block the standards from taking effect. When Jeb Bush, the former Florida governor, recently announced his decision to "actively explore" a 2016 run for the White House, he ran into a buzz saw of opposition because of his embrace of the Common Core.

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Rebellions have also sprouted in Democratic-leaning states. Last spring, between 55,000 and 65,000 New York State students opted out of taking tests linked to the Common Core. Criticizing these tests as "unproven," the Chicago schools chief, Barbara Byrd-Bennett, declared that she didn't want her students to take them.

In a Phi Delta Kappa/Gallup poll conducted last spring, 57 percent of public school parents opposed "having teachers in your community use the Common Core State Standards to guide what they teach," nearly double the proportion of those who supported the goals. With the standards, the sheer volume of high-stakes standardized testing has ballooned. "The numbers and consequences of these tests have driven public opinion over the edge," notes Robert A. Schaeffer of the National Center for Fair and Open Testing, known as FairTest.

Students are terrified by these tests because the results can jeopardize their prospects for advancement and graduation. In New York, the number of students who scored "proficient" plummeted by about 30 percentage points in 2013, the first year of testing. Some 70 percent scored below the cutoff level in math and English; the 2014 results in math were modestly better, but the English language scores didn't budge.

Many teachers like the standards, because they invite creativity in the classroom — instead of memorization, the Common Core emphasizes critical thinking and problem-solving. But they complain that test prep and test-taking eat away weeks of class time that would be better focused on learning.

A Gallup poll found that while 76 percent of teachers favored nationwide academic standards for reading, writing and math, only 27 percent supported using tests to gauge students' performance, and 9 percent favored making test scores a basis for evaluating teachers. Such antagonism is well founded — researchers have shown that measurements of the "value" teachers add, as determined by comparing test scores at the beginning and end of the year, are unreliable and biased against those who teach both low- and high-achieving students.

The Obama administration has only itself to blame. Most Democrats expected that equity would be the top education priority, with more money going to the poorest states, better teacher recruitment, more useful training and closer attention to the needs of the surging population of immigrant kids. Instead, the administration has emphasized high-stakes "accountability" and market-driven reforms. The

Education Department has invested more than $370 million to develop the new standards and exams in math, reading and writing.

Questioning those priorities can bring reprisals. During the search earlier this year for a New York City schools chancellor, Education Secretary Arne Duncan lobbied against Joshua P. Starr, the superintendent of schools in Montgomery County, Md., in part because he had proposed a three-year hiatus on high-stakes standardized testing.

Last year, Mr. Duncan said that opposition to the Common Core standards had come from "white suburban moms who realize — all of a sudden — their child isn't as brilliant as they thought they were, and their school isn't quite as good as they thought they were."

He has only recently changed his cavalier tune, acknowledging, "Too much testing can rob school buildings of joy and cause unnecessary stress."

It's no simple task to figure out what schools ought to teach and how best to teach it — how to link talented teachers with engaged students and a challenging curriculum. Turning around the great gray battleship of American public education is even harder. It requires creating new course materials, devising and field-testing new exams and, because these tests are designed to be taken online, closing the digital divide. It means retraining teachers, reorienting classrooms and explaining to anxious parents why these changes are worthwhile.

Had the public schools been given breathing room, with a moratorium on high-stakes testing that prominent educators urged, resistance to the Common Core would most likely have been less fierce. But in states where the opposition is passionate and powerful, it will take a herculean effort to get the standards back on track.

David L. Kirp is a professor of public policy at the University of California, Berkeley, and the author, most recently, of "Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America's Schools."

A version of this op-ed appears in print on December 28, 2014, on page SR19 of the New York edition with the headline: Rage Against the Common Core.

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Letter: Critics of Common Core attempt to revise history

By By Andy Peterson, Aimee Copas, Jon Martinson and Nick Archuleta on Dec 20, 2014 at 11:34 p.m.
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When it comes to education and children, people are interested and passionate about providing what's best for the youngest among us. This passion can oftentimes lead to doing whatever it takes to get your view across. We understand that the critics of Common Core are passionate, but that does not entitle them to revise history, discredit our well-qualified education or make up their own "facts." To that end, we have formed a coalition to help provide the truth and combat the misconceptions being touted by a vocal few.

State initiative

The Common Core Standards were developed and reviewed by the top leaders in our communities, including governors and state superintendents from nearly every state in the country. These leaders collaborated with teachers, researchers and leading education experts to develop the Common Core Standards. After reviewing the standards, North Dakota education leaders voluntarily made the decision to adopt the standards using the same process that states have always used in determining its academic standards.

ND teachers

In North Dakota, 60 teachers spent two years vetting the standards to ensure their successful integration and respect for our history and cultural heritage. This decision was made by the Legislature, signed by then-Gov. John Hoeven, and implemented by our Department of Public Instruction. The whole time, this process was open and transparent; to say otherwise is to attempt to revise history.

We all have a vested interest in the education of our children. The teachers and educators who developed and reviewed the standards are the experts. These experts have overwhelmingly stated that these new standards are incredibly valuable as a way to better educate students with more rigorous standards to ensure they are college or career ready upon graduating from high school. This ensures a population that is ready for work or for school right out of high school. Previously, we weren't doing a good enough job of preparing our students for their next step; now we are.

Raises the bar

Common Core raises the bar and increases our expectations of both students and teachers. The fact is, in North Dakota, to remain competitive, the bar must be raised. Prior to the implementation of the Common Core Standards, North Dakota received a D grade for our English Language Arts standards. The math standards similarly received a C. After implementing the Common Core Standards, those grades were raised to a B+ and A-, respectively. The standards are working, and curriculum is still controlled at the local level.

We have a duty to provide the best education possible for our children – to prepare them for the new economy we have in North Dakota, to successfully compete with students here and around the world, and at the very least, we should be providing an education where students who receive a high school diploma are not required to enroll in remedial classes in college and incur that additional expense.

We need change

The critics of Common Core are opposed to change. What we are saying is, we need change. The world our children are growing up in is full of technology, information, and everything is available at their fingertips through Google. It is not a world of long division, slide rules, or memorization. The world has changed, the business community has adapted and we now expect our workforce to adapt as well. The new standards take us in that direction.

Common Core sets the standard, not the process. How you achieve the new standard is up to the school board and the teachers in the school. That's it at a base level: Common Core are new standards. The experts in the state, in each school district and in every school control the path. We trust those experts; their interest is in helping develop and education our children. We don't go to a mechanic if we have a tooth ache, so why would we go to someone outside of the education community to get facts about curriculum and standards.

We encourage you to do the same: talk to your teachers, talk to your school board and get the truth about the standards. Or you could just trust the work of the Legislature, then-Gov. Hoeven, our state superintendent, and numerous educators who developed and implemented these standards in North Dakota.

Great opportunity

The implementation of the Common Core Standards provides an unprecedented opportunity to help all students succeed while strengthening the state's long-term economy. The world is a more demanding place today than ever before. Not only do students have to compete with others in their community to get into college and secure a job, but they must compete with students around the country.

As colleges and employers expect more, we all have a role to play in helping students master the knowledge and skills that they need to succeed, and, frankly, under our new standards, we are accomplishing those goals. Why break what we just fixed.

Peterson is with the Greater North Dakota Chamber; Copas is with the North Dakota Center for Educational Leadership; Martinson is with the North Dakota School Boards Association; Archuleta is with North Dakota United. Together they comprise North Dakotans for Student Success.

The Dickinson Press

Letter: Do the Common Core research for yourself

By Lori Prokop from Fargo on Jan 19, 2015 at 9:10 p.m.

I read with interest Andy Peterson's guest column "Common Core critic flunks core test." Mr. Peterson is a big proponent of the Common Core standards. Why wouldn't he be? He is the president and CEO of the Greater North Dakota Chamber.

The business community considers itself a "stakeholder" in your child's education. It looks at our children as a workforce in training. If that is all we are requiring of our educational system, then Common Core is the answer. Common Core will minimally prepare our students for the non-collegiate workforce or for non-selective community colleges.

These standards push for an emphasis on the lowest common denominator. These standards have never been tried or tested. In essence, this is a national experiment using virtually all of our country's children. I am a well-read, educated and concerned North Dakota parent who has researched and has personally talked with national experts on the issue of the Common Core standards, along with the associated curriculum, textbooks, testing, assessments and data-mining.

I am vehemently opposed to these standards and all that comes with it. I am looking for an educational system in the State of North Dakota that fosters within each child, the love of lifelong learning, the ability to think critically and independently, and to be leaders, adventurers and achievers in a free

America; and not an educational system that promotes "limited learning for lifelong labor."

I am an American who questions with boldness, holds to the truth and speaks without fear, and I refuse to be marginalized by anyone – especially when it comes to our children and their futures.

I encourage every citizen to become informed, not by the local editorial page, but by actually researching all aspects of the Common Core standards. Now is the time to become involved in our community and stand up against this national, one-size-fits-all overhaul of our educational system.

Lori Prokop

Fargo

Kasper, Jim M.

Subject: FW: Stop Common Core--REPLY FROM REP. JIM KASPER--JANAURY 23, 2015

From: 4freedomusa@bmi.net [mailto:4freedomusa@bmi.net]
Sent: Friday, January 23, 2015 12:46 PM
To: -Grp-NDLA All Legislators
Subject: Stop Common Core

Dear Legislators,

I urge you to get behind Rep. Jim Kasper's bill to remove North Dakota's schools from implementing Common Core educational standards. So far I believe that there is only a draft of the bill which apparently has not yet been assigned number.

In the first place, North Dakota's participation in Common Core was never voted on by the legislature. I understand that former Governor Hoeven and another official simply signed on to the program even before the standards were fully fleshed out--sight unseen!

Common Core has gradually been adopted by our North Dakota K-12 schools. Although it is illegal for the federal government to institute a national curriculum, the schools must "teach to the test" so by default a curriculum must follow which enables the students to pass it. Large textbook companies like Pearson are coming out with Common Core-approved textbooks and Bill Gates who has bankrolled the development of the standards will reap millions on the computer programs that go along with it.

Common Core will end up costing schools big money to change textbooks etc. so they will likely call for federal money to implement Common Core. and, of course, federal money comes with federal strings. Some of the strings attached could well be education infused with political, religious, and moral biases. This would certainly be the case when the history and social studies standards are imposed. So far only math and English have begun to be implemented but science is on its way and no doubt more shall follow.

Data mining is also a concern with Common Core. A computer data file on each student is kept. This is not merely the usual grade record but includes highly personal and family information. There are plans for integrting sex ed into other classes so that it would be difficult to opt out of it or even know when it is being taught.

North Dakota should have its own high educational standards in order to be independent of control. Please let me know if you will support Rep. Jim Kasper's bill to stop Common Core in ND. Thanks!

Judy Stahl
468 5th St. NW
Valley City, ND 58072
701-845-9673
4freedomusa@bmi.net

Kasper, Jim M.

From: Bruce & Karen Lewallen <lewallen@goNDTC.com>
Sent: Thursday, January 22, 2015 12:15 PM
To: Kasper, Jim M.
Subject: Common Core

I caught the very end of your talk on 1080 a.m. today with Joel Heitkamp. But I want to voice my opposition to Common Core, for many reasons. I have personally met with the representatives of my District 14 and written to them. I just wanted to let you know how I feel since you wanted to hear from people.

I am opposed because it's against our century code, too invasive, too much federal government, we should have local control, could take parents out of the learning, is too much testing, collects private information on our children, is copyrighted so it can't be adjusted, allows for progressive ideas to infiltrate, allows control to a couple of textbook and testing companies, is said to be a test for 10-12 years, a one size fits all plan doesn't seem to make sense, etc. Those are a few ideas.

So, please keep opposing Common Core and let ND decide what's best for ND children. Our state is not like all states so the same standards for the entire country don't seem to make sense.

And, now that Preschool and Kindergarten funding is coming up, it looks like a very concerted effort to take over our children and all ages, by the federal government. I'm against this also.

Sincerely,
Karen Lewallen

Kasper, Jim M.

Subject: FW: ***SPAM*** Letter to the editor: Local School districts will be losing more control Jan. 1 | Jamestown Sun

From: Shelle Michaels Aberle [mailto:shellemichaels@msn.com]
Sent: Monday, December 15, 2014 7:24 PM
Subject: ***SPAM*** Letter to the editor: Local School districts will be losing more control Jan. 1 | Jamestown Sun

Effective Jan. 1, the U.S. Department of Education is going to "phase out the authority of states to define modified academic achievement standards and develop alternate assessments based on those modified academic achievement standards." Again the federal government will mandate what we can and cannot do in our North Dakota schools. This will be a significant loss of local control for parents, especially those who have children with special needs.

We have superintendents telling their staff not to talk to press. Teachers are being pulled into their principal's office and told not to say anything negative about Common Core. Principals and superintendents are bullying parents over refusing to allow their kids to take the SBAC (Smarter Balanced Assessment Consortium) assessment and pulling them from the data mining happening in our schools. Many school boards and superintendents have pledged their support to the Department of Public Instruction over the Common Core and associated assessments controversy. Their actions speak volumes. To them it is not about our children, it is about protecting their special interests.

How does it feel to know that when you go to your teacher, principal, superintendent and school board, they have pledged their support to what seems like a department stuck at the federal trough and your concerns are falling on deaf ears? Not what I have in mind when I think of local control. The very people we elect to look out for our best interests have sold our children's education to the federal government and the highest bidder! Is your state representative one of them too?

http://www.jamestownsun.com/letters/3634857-letter-editor-local-school-districts-will-be-losing-more-control-jan-1

Kasper, Jim M.

Subject: FW: Common Core--REPLY FROM JIM KASPER--JANUARY 18, 2015
tachments: Some Thoughts on COMMON CORE.1.11.15.docx

From: Don Berge [mailto:berfarm4@aol.com]
Sent: Sunday, January 18, 2015 6:16 PM
To: jmkasper@amg-nd.com
Subject: FW: Common Core

Jim,
After reading today's Forum editorial on your Common Core position, anyone with any brains would side with you. Your dead on and keep holding your ground. Just thought you should these read bullet points sent to me by a respected instructor in the Edina, MN. School system of 35 years.
Thanks for your hard work.

Don

ɔm: Holz98@aol.com [mailto:Holz98@aol.com]
ıt: Sunday, January 11, 2015 3:38 PM
To: berfarm4@aol.com
Subject: Common Core

Some Thoughts on **COMMON CORE**

Common Core (CC) is a comfortable sounding term much like whole wheat bread which when reviewed has more sugar, carbs, and calories which are not healthy, but both CC and whole wheat bread sound good.

- CC is a universal sounding name suggesting that its presence will improve, perhaps advance learning. Not so. It's a hoodwinking attempt to make standards seem all inclusive, but the gaps are already evident.
- CC is billed as a state mandate based on the input of Governors of a few meeting in DC. Where were the instructors of elementary and secondary education who have chosen to take up the calling of teaching the next generation? Having college theorists is just that, theory, not insight of grassroots practitioners.
- Freedom of choice is being threatened here. A planned, directed set of standards coming from anywhere other than individual states and the locals lends itself to the end of individual options of learning based a child's abilities and goals. It actually smacks of an educational dictatorship in the making.
- The Department of Education has rising control over college testing. The SAT and ACT are being revised to follow the CC guidelines. This will eliminate homeschooling and other choices since the message being passed down is "Follow our rules or you won't qualify." This redesign by the federal government is a trap for students and parents who prefer choice for their children which puts limits on the options for learning.
- Where will the freedom to choose to qualify for the military or an academy be if the Department of Education is determining the requirements, not the school or the military or the public/private schools which prepare students?
- Is this the beginning of "trained" for "placement?"
- CC is currently and actively revising textbooks, esp. history. Where are the state and local reviewers to make sure that accuracy is evident? Ronald Reagan, a conservative President, is barely mentioned now, whereas James Madison, a moderate President, is presented in pages into chapters on race, ethnicity, gender and a political voice matching the Left. The latter is

naively accepted. This is not updating history, this is changing history. At the high school level, Islamic vocabulary lessons are included. Mohammed is presented as being familiar with teachings of Judaism and Christianity, who found solitude to be conducive to understanding proper faith that "there is no God, but Allah, and Mohammed is the prophet." Where are the teachings of God and the Bible? Is this the new indoctrination plan for the young?

- A solid curriculum includes the classics, which have insight into the world as a whole. CC has few, if any, classics, but includes stories of objectionable moral material under the guise of "our world is changing."
- Where is the skill of reading being taught in CC? CC is changing the books requiring a "one-syllable" response now. Real traditional readers have phonetic teaching in early years for individual reading by syllables-which create the ability to read bigger words. The sound of the syllable makes the difference. To some this may seem old-fashioned, but the real truth is: either the student can read or the student can't. Too many now are in trouble for their future.
- Currently, informational selections chosen for test preparation are read and reread and/or memorized until retained. That may create a good score on that section of a test, but what is happening with the big picture of advanced reading. Close reading in CC means brief reading or a short passage. This is truly a dumbed-down approach. Is this achievement or mere completion?
- How will students solve math word problems when they can't read. Some students in grades 8-9 do not know the difference in lesser and greater. Just how does math move forward, unless word problems are eliminated. Multiplication tables, etc. have been replaced by the "anchor number" concept. After learning the tables, it took a student a minute to solve a problem; now math the anchor number to add 8 + 6 = 14 is only befuddling the resistant learner, adding more time to the stronger student. What's the point?
- Recently the Bismarck Tribune shared an article that the energy industry of North Dakota has developed a unit of study for 4th grade and 8th grade students. This unit will teach students about careers related to the state's petroleum, coal, wind, hydropower, solar, biofuel and geothermal

resources. Students will learn about futures in the energy industry from oil drillers to public relations specialists. Guidelines are nebulous. Teachers are not required to use the unit; they can use parts of it, or they can add to it. Energy is a productive topic for students, but what will happen once the EPA and the federal government get involved. The mission has potential, but the hurdles ahead may be insurmountable for success at all. Let's hope this is not true. Will it fit with CC?

- If a student does not read well, how will that student write well? The real focus is not on reading, writing, or math. The end result is assumed skills, yet the basics are nowhere on record. Interestingly enough, CC has lofty language—use precise language claims—analysis of substantive topics—How will they do this when they have not been taught what a paragraph is or what critical thinking is? Too many 9-10th grade students cannot do this. Little is built-in for remedial, not skills expansion, but the status quo of the current.
- Lily Tang Williams, a Chinese immigrant currently from Colorado, compared CC to Mao's Communist China where she was educated in her youth. She spoke of the Communist Party controlling everything: schools, factories, hospitals, land, and universities. Do we see any parallels with what is happening here?
- Do we want others choosing our educational end games? Do we want Common Core or our freedom restored to select own goals and how to achieve them? Right now the political upper minions have decided. Anyone who thinks the federal government does not have control of all of education under the current plan, including the accumulation of testing scores and other data is only pulling the blindfold tighter.
- CC through the government instills a fear of compliance. This fear is intended to create control. How far will we let this go?

As a published author with 35 years in educational teaching of expository writing and academic counseling, followed by independent college entrance essay advising, I can see what's happening. At this time, the standards have become so low in writing, that I can no longer prepare the best and brightest due to missing skills. Unfortunately this says that colleges will have to lower expectations to garner students. But they won't be what they used to be, neither the students nor the colleges and universities.

CR 1.11.15

Kasper, Jim M.

Subject: FW: Thank You common core--REPLY FROM REP. JIM KASPER---JANAURY 17, 2015

From: Brian Kappel [kappelb@gmail.com]
Sent: Thursday, December 25, 2014 10:14 AM
To: Kasper, Jim M.
Subject: Thank You common core

I ws recently reading a copy of your correspondence to the Chamber of Commerce.

I retired this past spring after 39 years of teaching in North Dakota. I wanted to thank you for fighting this latest top down push for educational reform.
In my youth, I had enjoyed teaching but in recent years it has become test after test after test. This new push will remove so much local control.
Many times those fighting for Common Core will say it is Standards not Crriculum. Many of those such as the Chamber have never been in the classroom.
ndards do drive curriculum. Although none of the standards will say how I teach to the standards. The ndards themselves will say what I must teach since the students will be measured by the national test, therefore, I must use Curriculum and teach so as my students will do well.

The following I sent to my supervising Principal in my retirement letter.

Here is a brief history of educational reform. Some of which I have lived through as a student and some as a teacher.

In the early 1900's, there was the progressive reform movement (1890'S-1930) led by John Dewey. "He saw schools not only as a place to gain content knowledge, but also as a place to learn how to live. The purpose of education was not so much the acquisition of a predetermined set of skills, but rather the realization of the student's full potential and the ability to use those skills for the greater good." This was the schooling until 1957. In 1957, Sputnik was launched by the Russians. A movement started for more **Rigor** and gifted and talented students. Our fear of "national security" and competition is the Russians.

In 1965 President Lyndon Johnson Elementary and Secondary Education Act is passed. It has been reauthorized every 5 years and has morphed many times.

In 1983, A Nation at Risk report was released by the National Commission on Excellence in Education. A campaign starts for "Educational Excellence" A push for **academic rigor** including an increase in the number of school days per year, longer school days and higher testing standards.

President Bill Clinton and George W. Bush (NCLB) push for quality and equality of education promoting state standards and assessments.

In 1990's Outcome Based education, Goals 2000, No Child Left Behind, School to Work.

sident Obama continues the push for quality with Common Core Standards with Race To The Top funding.

nd now the new phrase Project Based Learning, Flip the Classroom and others.

There are others that may remember other reforms. You will note my first mention of reform lasted 40 years. Today our educational leaders have a very limited time span of reform. They will **experiment** with our children for a few years and then jump to what they think is the next reform or the next group that wishes to sell a book.

ill never forget my Superintendent in Grafton at our first meeting 39 years ago. He talked about teaching and welcoming us and then said in Fargo, Grand Forks, Bismarck, Minot they try the latest educational reforms here I let you teach. That it turned out in my er was the most profound statement.

Teachers need to be allowed to teach.

Some may question my qualifications to speak against Common Core. I always tell them I was a teacher in ND for 39 years. In my early years I taught Social Studies in Grafton, In my last 13 years I taught for Fargo schools. The subject here was Cisco Networking and Comptia A+.both are computer courses. In my last year of teaching, Cisco honored me by selecting me as being in the top 25% of their instructors in the world. It was a humbling honor.

Thank You for all you do.

--

Brian Kappel
2220 10th street south
Fargo North Dakota
701-271-9158

15.0289.06001
Title.

Prepared by the Legislative Council staff for
Representative Kasper
January 29, 2015

#2 HB1461
2/2/15

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1461

Page 3, line 12, replace "**smarter balanced consortium**" with "**contractual obligations**"

Page 3, replace lines 13 through 15 with:

"1. On the effective date of this Act, the superintendent of public instruction shall provide written notification to any and all parties with whom the superintendent has contracted and indicate that the state of North Dakota, whether as a state or acting by and through the superintendent of public instruction, in the superintendent's capacity as the chief administrative officer of the North Dakota department of public instruction, is required by this Act to withdraw immediately from all participation in or obligations otherwise incurred as a result of the contract, if the contract was signed before the effective date of this Act and if the contract in any way, directly or indirectly, pertains to content standards or the assessment of North Dakota students.

2. On the effective date of this Act, the superintendent of public instruction shall provide to the legislative management a certified copy of all notifications of immediate withdrawal required under subsection 1, together with a sworn or affirmed statement that the superintendent of public instruction has no knowledge of any other documents or commitments that fall within the expressed requirements or the expressed intent of this section."

Renumber accordingly

#3 HB 1461
2/2/15

Testimony on North Dakota's English Language Arts Standards:
Why North Dakota Should Replace its Common Core-Based Standards with Rigorous Standards

Sandra Stotsky
February 2, 2015

Overview of Testimony: Thank you for the opportunity to testify to the deficiencies in North Dakota's current standards for English language arts (ELA). I first describe Common Core's Validation Committee, on which I served from 2009-2010. I then comment on North Dakota's current ELA standards, which are identical to Common Core's ELA standards because North Dakota educators appointed by its Department of Public Instruction to revise previous standards were asked, instead, to adopt Common Core's standards "verbatim." I end with recommendations that support implementation of the bill before the legislature.

My Credentials: I am professor *emerita* at the University of Arkansas, where I held the 21st Century Chair in Teacher Quality until my retirement in 2012. I served as Senior Associate Commissioner in the Massachusetts Department of Elementary and Secondary Education from 1999-2003, where I was in charge of developing or revising all the state's K-12 standards, teacher licensure tests, and teacher and administrator licensure regulations. I served on the Massachusetts Board of Elementary and Secondary Education from 2006-2010, on the National Mathematics Advisory Panel from 2006-2008, and on the Common Core Validation Committee from 2009-2010. I was one of the five members of the Validation Committee who did not sign off on the standards as being internationally benchmarked, rigorous, or research-based.

I was also editor of the premier research journal, *Research in the Teaching of English*, published by the National Council of Teachers of English, from 1991 to 1997. I have published extensively in professional journals and written several books.

In recent years, I have testified before many legislative committees on the flaws in Common Core's standards and how a state can strengthen the education of all its students, as did the Bay State, by using academically rigorous standards for K-12 students and their teachers. Among the states in which I have testified or to which I have submitted invited testimony in writing are: Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Georgia, Kansas, Kentucky, Michigan, Missouri, North Carolina, North Dakota, Ohio, South Carolina, and West Virginia.

Development of Common Core's Standards

Common Core's K-12 standards were created by three private organizations in Washington, DC and did not emerge from a state-led process, as is often claimed. Nor were the people who wrote the standards qualified to write K-12 standards. Nor was the Validation Committee that was created to put the seal of approval on their work able to fulfill its charge. As a result, Common Core's standards and the tests based on them are not academically rigorous or valid.

Who were the standards writers and what were their qualifications? In the absence of official information from the three private organizations themselves, it seems likely that Achieve, Inc. and the Bill and Melinda Gates Foundation, which funded the project, selected most of the key personnel to write the college-readiness standards. Almost all the members of the Standards Development Work Groups that developed the high school-level standards were on the staff of Achieve, Inc. and three other test/curriculum development companies—American College Testing (ACT), America's Choice (a for-profit project of the National Center on Education and the Economy, also known as NCEE), and the College Board (CB). This crucial committee did not include any high school mathematics or English teachers.

The absence of relevant professional credentials in the two standards-writing teams helps to explain the flaws in these standards. The "lead" writers for the ELA standards, David Coleman and Susan Pimentel, had never taught reading or English in K-12 or at the college level. Neither has a doctorate in English, nor has either of them ever published serious work on K-12 curriculum and instruction. Neither has a reputation for literary scholarship or research in education; at the time they were appointed, they were virtually unknown to English educators.

The three lead standards writers in mathematics were as unknown to K-12 educators as were the ELA standards writers. None of the three standards writers in mathematics had ever developed K-12 mathematics standards that had been used---or used successfully. The only member of this three-person team with teaching experience (consisting of two years teaching mathematics in a middle school), Phil Daro, had majored in English as an undergraduate.

Who recommended these people as standards writers and why, we still do not know. No one in the media commented on their lack of credentials for the task they had been assigned. Indeed, no one in the media showed the slightest interest in the qualifications of the standards writers. Nor did the media comment on the low level of college readiness they worked out for high school.

Who were members of the Validation Committee? The federal government did not fund an independent group of experts to evaluate the rigor of the standards, even though it expected the states to adopt them (and still does). Instead, the private organizations in charge of the project created their own Validation Committee (VC) in 2009. The VC contained almost no academic experts in any area; most were education professors or associated with testing companies, from here and abroad. There was only one mathematician on the VC—R. James Milgram—although there were many people with graduate degrees in mathematics education, appointments in an education school, and/or who worked chiefly in teacher education. I was the only nationally recognized expert on English language arts standards by virtue of my work in Massachusetts and for Achieve, Inc.'s high school exit standards in its American Diploma Project.

Professor Milgram and I did not sign off on the standards because they were not internationally benchmarked, rigorous, or research-based. Despite our repeated requests, we did not get the names of high-achieving countries whose standards could be compared with Common Core's standards. Nor did the standards writers offer any research evidence to defend their omission of the mathematics standards needed for STEM careers, their de-emphasis on reading, their division of reading texts into "information" and "literature," their experimental approach to teaching Euclidean geometry, their deferral of the completion of Algebra I to grade 9 or 10, or their claim that informational reading instruction in the English class leads to college readiness. Nor did they offer evidence that Common Core's standards meet entrance requirements for *most colleges and universities* in this country or elsewhere.

Flaws in North Dakota's Current Standards

In North Dakota, about 60 teachers were asked to be on a committee that would supposedly revise the state's previous standards. Instead, the teachers were asked to adopt Common Core's standards "verbatim." North Dakota's standards, therefore, were not written by North Dakota teachers. They are simply Common Core's standards but with a different name, and they have the identical problems that Common Core's standards have.

1. Most of North Dakota's ELA standards are content-free skills. Most of the sentences that are presented as reading and literature standards are best described as skills or strategies. For example, a grades 9/10 literature standard asks students to: "determine a theme or central idea of

a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text." This is not a true standard because it can be applied to *Moby-Dick* or to *The Three Little Pigs.* It does not address literary knowledge, literary history, or a specific reading level.

Most current North Dakota ELA standards point to no particular level of reading difficulty, little cultural knowledge, and few intellectual objectives. They point to no list of recommended authors or works. Nor do they require students to read high school-level texts in high school. They do not prepare students for college coursework, a career, or active citizenship in an English-speaking country.

2. North Dakota's ELA standards stress writing more than reading at every grade level—to the detriment of every subject in the curriculum. There are more writing than reading standards and objectives at almost every grade level, a serious imbalance. This is the opposite of what an academically sound reading/English curriculum should contain, as suggested by a large and consistent body of research on the development of reading and writing skills. The foundation for good writing is good reading. Students should spend far more time in and outside of school reading than writing in order to improve reading (and writing) in every subject of the curriculum.

3. North Dakota's writing standards are developmentally inappropriate at many grade levels. Adults have a much better idea of what "claims," "relevant evidence," and academic "arguments" are. Most elementary children have a limited understanding of these concepts and find it difficult to compose an argument with claims and evidence. It would not be easy for children to do so even if North Dakota's writing standards were linked to appropriate reading standards and prose models. But they are not. Nor does the document clarify the difference between an academic argument (explanatory writing) and opinion-based writing or persuasive writing, confusing teachers and students alike.

4. North Dakota expects English teachers to spend at least half of their reading instructional time at every grade level on informational texts. North Dakota lists 10 reading standards for informational texts and 9 standards for literary texts at every grade level, thus reducing literary study in the English class to less than 50%. There is no research that supports a decrease in literary study and an increase in informational reading in the English class as a way to improve college readiness.

5. North Dakota reduces opportunities for students to develop critical thinking. Critical, or analytical, thinking is developed in the English class when teachers teach students how to read between the lines of complex literary works. Analytical thinking is facilitated by the knowledge that students acquire in various ways because it cannot take place in an intellectual vacuum." As noted in a 2006 ACT report titled Reading Between the Lines: "complexity is laden with literary features." According to ACT, it involves "literary devices," "tone," "ambiguity," "elaborate" structure, "intricate language," and unclear intentions. Thus, reducing literary study in the English class in order to increase informational reading, in effect, retards college readiness.

6. North Dakota's standards are not "fewer, clearer, and deeper." They may appear to be few in number only because very different objectives or activities are often bundled incoherently into one "standard," as can be seen in the example in Point 1. As a result, they are not clearer or necessarily deeper. It is frequently the case that these bundled statements posing as standards are not easy to interpret and are poorly written.

Summary

(1) North Dakota's ELA standards are NOT rigorous.
(2) North Dakota's standards are NOT internationally benchmarked and a curriculum based on them will not make its students competitive.
(3) There is NO research to support North Dakota's stress on writing instead of reading.
(4) There is NO research to support North Dakota's stress on informational reading instead of literary study in the English class.
(5) Available research suggests exactly the opposite of what North Dakota's document and standards promote in the ELA classroom.

Suggestions to North Dakota Legislators:

1. Develop rigorous, internationally benchmarked standards. For an interim period, adopt the highest-rated ELA standards in the country, such as California's, Indiana's 2006, Massachusetts 2001, or Texas 2008. These standards will be cheaper and easier for North Dakota teachers to use. I have also provided free of charge a set of ELA standards, dated 2013, for any state to tailor as it wishes. It is the last reference on the list.

2. Ask your own engineering, science, and mathematics faculty and literary/humanities scholars to develop entrance exams (matriculation tests) for your own institutions of higher education. Ask these faculty members to collaborate with mathematics and science teachers in North Dakota's high schools in designing syllabi for the advanced mathematics and science courses in North Dakota high schools. *North Dakota does not need bureaucrats in Washington DC to decide admission standards for North Dakota's institutions.*

3. Offer two different types of high school diplomas. Not all high school students want to go to college or can do the reading and writing required in authentic college coursework. Many have other talents and interests and should be provided with the opportunity to choose a meaningful four-year high school curriculum that is not college-oriented, as do students in most other countries.

4. Review and revise if needed all standards at least every five to seven years using identified North Dakota teachers, discipline-based experts in the arts and sciences, and parents. All assessments should also be reviewed by North Dakota teachers and discipline-based experts in the arts and sciences before the tests are given.

5. Restructure and reform teacher and administrator training programs in North Dakota's institutions of higher education to ensure that the teachers and administrators from these education schools have stronger academic credentials than they now have. Raising the floor for all children should be our primary educational goal, not closing demographic gaps among groups of children. The only finding from education research on teacher effectiveness is that effective teachers know the subject matter they teach. We need to raise the academic bar for every prospective teacher and administrator admitted to an educator training program in an education school. That is the first step in raising student achievement in this country.

References

Mark Bauerlein and Sandra Stotsky. (September 2012). How Common Core's ELA standards place college readiness at risk. Pioneer Institute White Paper #89. http://pioneerinstitute.org/download/how-common-cores-ela-standards-place-college-readiness-at-risk/

R. James Milgram and Sandra Stotsky (March 2010). Fair to middling: A national standards progress report . Pioneer Institute White Paper #56.
http://www.pioneerinstitute.org/pdf/100402_fair_to_middling.pdf

R. James Milgram and Sandra Stotsky (September 2013). Lowering the Bar: How Common Core Math Fails to Prepare High School Students for STEM, Pioneer Institute White Paper #103.
http://pioneerinstitute.org/news/lowering-the-bar-how-common-core-math-fails-to-prepare-students-for-stem/

Sandra Stotsky. (2013). Literature or technical manuals: Who should be teaching what, where, and why? *Nonpartisan Education Review/Essays,* 2013, 9 (1).
http://nonpartisaneducation.org/Review/Essays/v9n1.htm

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http://pioneerinstitute.org/download/why-race-to-the-middle/

Sandra Stotsky and Ze'ev Wurman. (July 2010). Common Core's standards still don't make the grade. Pioneer Institute White Paper #65. http://pioneerinstitute.org/education/common-core-standards-still-dont-make-the-grade/

Sandra Stotsky and Ze'ev Wurman. (May 2010). The emperor's new clothes: National assessments based on weak "college and career readiness standards." Pioneer Institute White Paper #61.
http://pioneerinstitute.org/download/the-emperors-new-clothes/

Sandra Stotsky, Kathleen Madigan, and Ze'ev Wurman. (July 2010). National standards still don't make the grade. Part I: Review of four sets of English language arts standards. Pioneer Institute White Paper #63.
http://www.pioneerinstitute.org/pdf/100719_national_standards_part_I.pdf

Sandra Stotsky. An English Language Arts Curriculum Framework for American Schools.
http://alscw.org/news/?p=524

#3a HB1461
2/2/15

SANDRA STOTSKY

203 Graduate Education Building University of Arkansas. ♦ Fayetteville, Arkansas 72701 ♦ Phone: 479-575-7282

EDUCATION

Harvard University Graduate School of Education, Cambridge, Massachusetts
Ed. D., June 1976, in Reading Research and Reading Education
Thesis committee: Jeanne Chall, Israel Scheffler, and Helen Popp
Thesis given a Distinction by all three readers; awarded a prize by the Committee on Degrees
Qualifying Paper for Ed. D. given a Distinction, March 1974. Advisor: Carol Chomsky

University of Michigan, Ann Arbor, Michigan
B.A. with Distinction; concentration in French Literature Honors: Phi Beta Kappa, Phi Kappa Phi

PROFESSIONAL EXPERIENCE

2007-

1999-2006.

2004-2006. 1999-2003.

1984-2001. 1987-1999.

1996-1998. 1992-2000.

1980-1992. 1977-1981.

Professor of Education Reform, 21st Century Chair in Teacher Quality, Department of Education Reform, University of Arkansas, Fayetteville.

Director, We the People: The Citizen and the Constitution National Institute for Secondary Teachers, summer institutes co-sponsored by the Center for Civic Education and the Lincoln and Therese Filene Foundation.

Visiting Research Scholar, Northeastern University.

Senior Associate Commissioner, Massachusetts Department of Education. In charge of revising state standards in mathematics, science, English/reading, history and the social sciences, technology, and preschool; teacher licensing regulations; and teacher tests in all subjects.

Research Associate, Harvard Graduate School of Education, affiliated with the Philosophy of Education Research Center (PERC), directed by Israel Scheffler.

Director, Summer Institute on Writing, Reading, and Civic Education, sponsored by the Lincoln and Therese Filene Foundation at the Harvard Graduate School of Education.

Senior Research Associate, Boston University School of Education.

Consultant for the United States Information Service to Polish, Latvian, Lithuanian, Romanian, and Ukrainian educators on the development of a civic education curriculum for their public schools.

Instructor, Harvard Summer School. Taught graduate course on writing pedagogy.

Assistant Professor at Curry College. Coordinator of elementary education and coordinator of the Chapter 636 Curry College-Trotter School Pairing.

GRANTS and SCHOLARSHIPS

December, 2008: Chairman's Grant of $30,000 from National Endowment for the Humanities for national survey of literary study in grades 9, 10, and 11 sponsored by the Association of Literary Scholars, Critics, and Writers.

1999-2007: yearly grants from the Lincoln and Therese Filene Foundation to the Center for Civic Education, California to direct We the People: The Citizen and the Constitution summer institutes.

1998: contract from the National Aeronautics and Space Administration, in collaboration with a scientist, to produce criteria for NASA to use in evaluating the effectiveness of its education programs.

1986-1999: yearly grants from the Lincoln and Therese Filene Foundation to plan and direct a summer institute on civic education at Harvard Graduate School of Education for 50-70 participants.

1994: grant from Lynde and Harry Bradley Foundation to examine how K-12 reading and literature programs incorporate multiethnic and multicultural works, for the book Losing Our Language.

1984-1986: Mina Shaughnessy Scholarship from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education, for work on a book on civic writing.

1985-1986: two grants from the Lincoln and Therese Filene Foundation to complete a book on civic writing. 1977-1980: grant from Chapter 636 Program to develop a writing program for the Trotter School, Boston.

1979: grant from Chapter 636 Program to plan and direct one-week institute on teaching and assessing writing for 70 teachers, administrators, and parents in the Boston Public Schools.

RECENT PROFESSIONAL AND CIVIC ACTIVITIES

Member, Professional Development and Governmental Affairs Committees, International Dyslexia Association, 2012- Member, Board of Directors, American Council of Trustees and Alumni, 2011-
Evaluator of Quality Enhancement Plan for Troy University, 2010-2011.
Member, Validation Committee for the Common Core State Standards Initiative, 2009-2010.

Member, National Mathematics Advisory Panel, appointed by U.S. Secretary of Education Margaret Spellings, 2006-2008. Lead Language Arts Consultant for a one-month UNESCO project in Jordan with members of Afghanistan

Ministry of Education to revise secondary school curricula, November/December 2006.
Member, Massachusetts Board of Elementary and Secondary Education, appointed by Governor Mitt Romney,

November 2006-July 2010.

Member, Planning Committee for the 2009 National Assessment of Educational Progress Reading Assessments, 2003-2004.

Editor, Research in the Teaching of English, journal of the National Council of Teachers of English, 1991-1996. Member, Advisory Board, Center for School Reform, Pioneer Institute, 2005-.
Member, Editorial Advisory Board, Carus Publishing Company, 2004-.
Member, Content Expert Advisory Panel, Educational Resources Information Center (ERIC), 2004-. Member, Board of Directors, National Association of Scholars, 1999-.

INVITED ORAL AND WRITTEN TESTIMONY

2003: "How Should American Students Understand their Civic Culture? The Continuing Battle over the 2002 Massachusetts History and Social Science Curriculum Framework." Invited written statement and testimony for a Hearing of the U.S. Senate Education Committee on Health, Education, Labor and Pensions, Senator Judd Gregg, Chairman, September 24, 2003, on the quality of history books and state history standards and their influence on education.

2007: "Viewpoints in California's English Materials." Expert witness report for a lawsuit, CV 05-06242, Association of Christian Schools International, et al., Plaintiffs v. Roman Stearns, et al., Defendants. U.S. District Court, Central District of California.

2009: "Why Ohio Needs World-Class Content Standards for K-12, and How to Get Them." Invited written statement and testimony for a Hearing of the Ohio Senate Education Committee on April 15, 2009. http://edexcellence.net/ohio/Stotsky2.pdf

2009: "Teacher Licensing Standards, Teacher Quality, and Student Achievement in Urban Schools." Invited written statement submitted to the New Jersey State Advisory Committee to the U.S. Commission on Civil Rights and entered into the Committee's written record on May 8, 2009.

2009: "How to Develop Internationally Benchmarked Mathematics Standards (as well as Standards for Other Subjects)." Invited written statement and testimony for a Hearing of the Joint Committee on the Public Schools, New Jersey State Legislature, June 3, 2009.

2011: "Testimony in Favor of Bill on State Sovereignty over Curriculum Standards, Assessments, and Student Information." Invited written statement and testimony for a Hearing on House Bill No. 2923, Texas State Legislature, April 14, 2011.

Written statement: http://www.uark.edu/ua/der/People/Stotsky/Stotsky_Testimony_Texas_Sovereignty.pdf. Live Hearing begins at 23.41; I am at 1.01.00: http://www.house.state.tx.us/video-audio/committee-

broadcasts/committeearchives/player/?session=82&committee=460&ram=11041410460. Also at http://bit.ly/ej1BPv

2011: Expert witness in Tucson Unified School District v. Superintendent Huppenthal, Office of Administrative Hearings Case No. 11F-002-ADE. Hearing on October 17, 2011, Phoenix, Arizona, on whether the Mexican-American Studies program in the TUSD was in violation of state statutes.

2011: "Why Alabama Should Rescind its Adoption of Common Core's Standards." Invited speaker at Press Conference, State House, Montgomery, Alabama, November 8, 2011.

2011-2012. Unofficial consultant to Gregory Hill, Chairman of the Education Committee, New Hampshire State Legislature, on teacher licensure tests.

2008-2011. Unofficial consultant to the Minnesota Board of Teaching and several Minnesota legislators on a reading licensure test for prospective elementary teachers. Arranged by Susan Thomson on the Board of Teaching. MN adopted a licensure test in Reading modeled in part on the Massachusetts licensure test Foundations of Reading (90).

2112. "Testimony for a Hearing on Indiana Senate Bill No. 373," a bill to void any action taken by the state board of education to adopt the Common Core standards as the state's standards." Invited testimony by State Senator Scott Schneider and State Senator Dennis Kruse, January 25, 2012. http://www.uark.edu/ua/der/People/Stotsky/Stotsky_Testimony_for_Indiana.pdf

2112. "Testimony submitted for a Hearing on South Carolina Senate Bill S 604," a bill amending Article 5, Chapter 5, Title 59 of the 1976 Code to enable South Carolina to withdraw from participation in the Common Core State Standards Initiative. Invited testimony by State Senator Michael Fair, member of the Senate Committee on Education. February 16, 2012.

2112. "Invited Testimony for a Hearing on Wisconsin Bill AB 558," an omnibus education bill that includes improving early literacy and educator effectiveness. Invited testimony by State Senator Luther Olsen, Chair of the Senate Education Committee, and State Representative Steven Kestell, Chair of the Assembly Education Committee. February 15, 2012.

2112. "Restoring local and state autonomy to strengthen public education." Testimony submitted to Utah's 2012 Education Interim Committee, August 15, 2012 http://www.utahnsagainstcommoncore.com/sandra-stotsky-offers-utah-the-best-ela- standards-in-the-nation/

PROFESSIONAL AWARDS

1995: Virginia Hamilton Essay Award for my article in the February 1994 issue of the English Journal; award given at the Eleventh Annual Virginia Hamilton Conference at Kent State University.

1993: F. Andre Favat Award for Distinguished Contributions to the English Language Arts from the Massachusetts Council of Teachers of English at its annual spring conference.

1980: Model Program Award from Chapter 636 evaluators for the writing program I established at the Trotter School, Roxbury, Massachusetts, as part of the Trotter School/Curry College pairing.

1980: Model Program Award from Chapter 636 evaluators for the city-wide writing institute I planned and directed for the Boston Public Schools.

PUBLICATIONS

Books

The Death and Resurrection of a Coherent Literature Curriculum. MD: Rowman & Littlefield. June 2012.

What's at stake in the K-12 standards wars: A primer for educational policy makers. (2000). Editor of and contributor to a collection of essays. NY: Peter Lang Publishers.

Losing our language. (1999). NY: Free Press. Reprinted in paperback by Encounter Books (2002).

Connecting civic education and language education: The contemporary challenge. (1987). Editor of and contributor to a collection of essays.

NY: Teachers College Press.

Undoing sex stereotypes: Research and resources for educators. (1976). Co-author with J. Amsler, V. Donovan, G. Legge, W.W. Legge, and R. Littenberg; senior authors, M. Guttentag & H. Bray. NY: McGraw Hill.

Monographs

FORUM 4: Literary Study in Grades 9, 10, and 11: A National Survey. (Fall 2010). Boston: Association of Literary Scholars, Critics, and Writers. http://www.alscw.org/Forum4.pdf

Literary Study in Grades 9, 10, and 11 in Arkansas. (March 2010). With two co-authors. Unpublished monograph. http://coehp.uark.edu/literary_study.pdf

Foundations for success: Final report of the National Mathematics Advisory Panel. (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

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Language research policies. (1994). In A. Purves (Ed.). Encyclopedia of English Studies and Language Arts. Urbana, Il: National Council of Teachers of English, pp. 711-714.

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Miscellaneous

Panel on Common Core's Standards, Heritage Foundation (April 2012). http://www.heritage.org/Events/2012/04/National- Standards

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The Last Word: An Interview With Sandra Stotsky--A Call for Challenge and Coherence. (2011). Joe Helbling and Catherine A. Little, Journal of Advanced Academics, 22 (3): 528-542. http://joa.sagepub.com/content/22/3/528.full.pdf+html

Heroes and victims. In C.E. Finn, Jr. (Ed.). (2001). September 11: What our children need to know. Washington, D.C.: Thomas B. Fordham Foundation.

General editor of revised editions of The Immigrant Experience, 19 individual books for Chelsea House Publishers, 1996-1997. Research, teaching, and public policy: Response to Sarah W. Freedman and Steven M. North. (1996). In L. Bloom, D. Daiker, &

E. White (Eds.), Composition in the 21st century: Crisis and change. Carbondale, IL: Southern Illinois University Press. Invited response to letters to the editor. (1995). Phi Delta Kappan, September, 95-96.
Invited response to letters to the editor. (1993). College English, November, 805-810.
Secular puritanism--an invited response to Carolyn Henly. (1993). English Journal, March, 20-21.

Invited response to letters to the editor. (1991). College English, November, 83-85.
Exploring the links between civics and writing. (1989). Alumnibulletin, Harvard Graduate School of Education, Spring, 12.

UNPUBLISHED PAPERS

How to Implement Common Core's Literacy Standards to Enhance Civic Literacy in Arkansas. Paper presented at the Arkansas Association of Educational Administrators, Little Rock, Arkansas, August 2, 2011 http://www.uaedreform.org/People/Stotsky/AAEA_Presentation_080211.pdf

Suggested indices of teacher quality for Arkansas: A position paper. (April 28, 2008). Paper presented at a conference on Preparing Highly Qualified Teachers for Arkansas Sponsored by the Office for Education Policy at the University of Arkansas. http://www.uark.edu/ua/der/People/Stotsky/Indices_of_TQ_for_AR_20090508.pdf

Why reading teachers are not trained to use a research-based pedagogy: Is institutional reform possible? (2005). Paper presented at the Courant Initiative for the Mathematical Sciences in

Education, Courant Institute of Mathematical Sciences, New York University, October 2. www.NYCHOLD.org

Why American students know so little American history and what we can do about it. (2005). Paper presented at a meeting of the Commonwealth Education Organization, Pittsburgh, Pennsylvania, October 6. www.ceopa.org

The parent movement to restore quality history teaching in the Brookline Public Schools: Context, origins, and accomplishments. (1991). Paper presented at the Conference on Improving the Teaching of History and Civic Education, U.S. Department of Education, Washington, D. C. October 9. Co-author, Ronni Gordon Stillman, with James Dudley. ED 346 002.

Does a literary canon exist in our secondary schools? Or how many students need to read the same body of works before it can be called a literary canon? (1991). Paper presented at a conference of the American Educational Research Association, Chicago, Illinois. ED 326 877.

Evaluation of the writing program at the William M. Trotter School, Boston, Massachusetts, September 1978--January 1980. (1980). Milton, Massachusetts: Curry College. ED 196 011.

MAJOR LOCAL AND STATE CIVIC ACTIVITIES

Member of the Massachusetts Board of Education. November 2006 to July 2010.
Founding member of the Brookline Civic Association and member of Steering Committee, February 1988 to 1990. 2005--.

Member of the Board of Trustees of the Brookline Public Library, 1984-1999. Chair of the Budget-Finance Committee, 1985- 1986; Chair of the Board, 1986-1987; Vice-chair, 1995 to 1999. Chair of various other subcommittees.

Town Meeting Member, Precinct 12, Town of Brookline, 1984-1994.
Member of Search Committee for Headmaster of Brookline High School, 1993.
Chair of Town Government Study Committee, League of Women Voters of Brookline, 1983-1987. Chair of Search Committee for K-12 English Director for Brookline Public Schools, 1978-1979. President, League of Women Voters of Brookline, 1971-1973. Member of Executive Board, 1962-1971.

#3B HB1461 2/2/15

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Download CV

Sandra Stotsky is credited with developing one of the country's strongest sets of academic standards for K-12 students as well as the strongest academic standards and licensure tests for prospective teachers while serving as Senior Associate Commissioner in the Massachusetts Department of Education from 1999-2003. She is also known nation-wide for her in-depth analyses of the problems in Common Core's English language arts standards. Her current research ranges from the deficiencies in teacher preparation programs and teacher licensure tests to the deficiencies in the K-12 reading curriculum and the question of gender bias in the curriculum. She is regularly invited to testify or submit testimony to state boards of education and state legislators on bills addressing licensure tests, licensure standards, and Common Core's standards (e.g., Utah, Indiana, Illinois, Wisconsin, South Carolina, and Texas). She currently serves on several committees for the International Dyslexia Association and on the advisory board for Pioneer Institute's Center for School Reform. She served on the National Validation Committee for the Common Core State Systemic Initiative (2009-2010), on the National Mathematics Advisory

Panel (2006-2008), co-authoring its final report as well as two of its task group reports, on the Massachusetts Board of Elementary and Secondary Education (2006-2010), and on the Steering Committee in 2003-2004 for the framework for the National Assessment of Educational Progress reading assessments for 2009 onward. Her major publications include The Death and Resurrection of a Coherent Literature Curriculum (Rowman & Littlefield, 2012); Literary Study in Grades 9, 10, and 11: A National Survey (Association of Literary Scholars, Critics, and Writers, 2010); What's at Stake in the K-12 Standards Wars: A Primer for Educational Policy Makers (Peter Lang, 2000); and Losing Our Language (Free Press, 1999, reprinted by Encounter Books, 2002).

Recent Professional Activities

January 2015

Sandra Stotsky. Stotsky - An Empty Curriculum forthcoming book, to be released March 2015.

Sandra Stotsky. Blogged about Ed Establishment Support for Common Core. January 9, 2015

Sandra Stotsky. Blogs on Reading Levels and in Pioneer Institute, January 8, 2015.

Sandra Stotsky. Blog on predictions for 2015. January 7, 2015.

Sandra Stotsky on Womens Online Media. January 6, 2015.

Sandra Stotsky. Common Core "Puppet Committees" Trying to Deceive Parents.

Common Core "Puppet Committees" Trying to Deceive Parents - See more at: http://www.iwf.org/blog/2795935/Common-Core-%E2%80%9CPuppet-Committees%E2%80%9D-Trying-to-Deceive-Parents#sthash.xnWZRt6D.dpufJanuary 5, 2015.

Sandra Stotsky. Blog on Breitbart News, January 3, 2015.

Sandra Stotsky. Blog in Washington Post, January 1, 2015. "How hard would it be to replace the Common Core with something better?"

December 2014

Sandra Stotsky. Blog on Education Views. December 31, 2014.

Sandra Stotsky. December 26, 2014. Blog on Pioneer Institute website. Common Core's Standards Can be Replaced by First-Rate Standards Overnight.

Sandra Stotsky. December 26, 2014. Blog on Pioneer Institute website. How to Make Common Core Useful.

Sandra Stotsky. December 24, 2014. Blog on Pioneer Institute website. How to Maintain the Massachusetts Education Miracle.

Sandra Stotsky. "An Invalid Validation of the Common Core Standards" (pp. 55-72) and "How Did Charlatans Ever Get to Design National English Standards, and Why Would We Respect Them" (pp. 103-122). In K. Lombard (Ed.), Common Ground on Common Core. Madison, Wisconsin: Resounding Books, 2014. http://www.resoundingbooks.org/books/commonground/

Sandra Stotsky. Testimony in Charleston, West Virginia, December 16, 2014.

Sandra Stotsky testifies in Charleston, West Virginia, December 16, 2014.

Sandra Stotsky and others. Education New Hampshire Videos on Common Core (math, ELA, data mining)

November 2014

Sandra Stotsky and others. Common Core Panel. San Diego, California, November 12.

Sandra Stotsky. November 2014. Why Do Common Core's Supporters Try to Discredit Critics of Common Core's Mathematics Standards?

Sandra Stotsky. Blog 1 and Blog 2 on California speaking tour in November.

Sandra Stotsky. Interview for Breitbart Blog on California speaking tour.

Sandra Stotsky, Common Core Informational Forum, St. Louis, Missouri, October 23, 2014. There are six 15-minute videos to watch, in this order:

http://youtu.be/z_Ps_25U1VI

http://youtu.be/JRahJRom4r8

http://youtu.be/9FffrrRsryY

http://youtu.be/-t8IIfr_h8U

http://youtu.be/4Wb5KclkKa0

http://youtu.be/hpvY0ymINjk

For a youtube produced by Samuel Otten, Assistant Professor of Mathematics Education, Department of Learning, Teaching, and Curriculum, University of Missouri, in which he addresses the hand-out by Professsor R. James Milgram, write to ottensa@missouri.edu or call 573-882-6231.

Sandra Stotsky, Common Core Debate, Ridgewood, NJ, November 9, 2014.

Sandra Stotsky, Common Core Forum, Marshfield, MA, November, 2014.

Sandra Stotsky, Merced County Times, California forum, November 3, 2014.

Sandra Stotsky, Merced County Forum on Common Core. November 3, 2014

Sandra Stotsky. Pioneer Institute Blog. November 3, 2014.

Sandra Stotsky. Interview for the Modesto Bee, Modesto, CA.

October 2014

Sandra Stotsky. Breitbart Blog, October 30, 2014.

Sandra Stotsky, Common Core Conference, York, Maine, October 25, 2014.

Link to all speakers.

Link to talk by Sandra Stotsky.

Sandra Stotsky. Missouri Visit, October 20, 2014. NATIONALLY RECOGNIZED EDUCATION EXPERT SAYS MISSOURI'S 1490 WORKGROUPS CREATING "WARMED OVER COMMON CORE" (VIDEO)

Sandra Stotsky. Education expert speaks out about Common Core standards, KFVS, Sikeston, MO,October 22.

Stotsky on Misouri, Sikeston Standard Democrat, October 23.

Education expert speaks to crowd Tuesday, Sikeston Standard Democrat, October 22.

Sandra Stotsky. Bismark and Fargo, North Dakota. September 18, 19,

6:30 Point of View broadcast, September 17.

Valley News Live.com

Dr. Stotsky in Bismark, ND

Sandra Stotsky. Common Core Forum in Vineland, New Jersey, October 2, 2014. Stotsky talks beginning at 53:40 in Part I.

Sandra Stotsky. Ohio Rising Podcast on Common Core. October 9, 2014.

Sandra Stotsky. Blog on Pioneer Institute website, October 7, 2014: "Those Mathematical Societies that Supposedly Endorsed Common Core's Standards Didn't"

Sandra Stotsky. Featured speaker in Mont Vernon, New Hampshire. October 7, 2014.

Sandra Stotsky. Blog on teacher-made tests on CNS News, October 5, 2014.

September 2014

Sandra Stotsky. Interview for State Journal, West Virginia.

Sandra Stotsky. Blog on who was missing at the Georgia hearing on September 24, 2014.

Sandra Stotsky. Testimony for a hearing in Milledgeville, Georgia, September 24, 2014.

Sandra Stotsky, Common Core Conference, Vineland, New Jersey, Saturday, September 27, 2014. Article in the Atlantic City Press.

Sandra Stotsky. Interview on Fox News, Tuesday, September 23, 2014. (4 minutes)

Sandra Stotsky on Point of View, KVLY/KXJB, in Valley City, North Dakota, September 19, 2014.

Sandra Stotsky. Blog on CNSNews, September 18, 2014.

Sandra Stotsky on Seattle PBS radio show on Bill Gates's Big History Project; September 16, 2014. Ross Reynolds talks with Sandra Stotsky, University of Arkansas education professor emerita, about Bill Gates' push to bring a new model of teaching history to classrooms around the world.

Sandra Stotsky. Doubling Down on Doublespeak. Blog on Pioneer Institute website. September 15, 2014

Sandra Stotsky. To Speak About Common Core in Bismarck and Fargo, North Dakota on September 19, 2014. The Jamestown Sun.

Sandra Stotsky, Blog on CNS News, September 11, 2014.

Sandra Stotsky. Webcast, Family Research Council, September 9, 2014.

For access to the whole webcast, visit www.frc.org/commoncore

For individual speakers, visit:

Rep. Tom Cotton (R-Ark.)

Dr. Sandra Stotsky, University of Arkansas

Gov. Bobby Jindal (R-La.)

Jane Robbins

Will Estrada

Neal McCluskey

Sandra Stotsky. Blog on Breitbart News. September 7, 2014.

August 2014

Sandra Stotsky. Op-ed. Gannett papers, New Jersey, Sunday, August 31.

Sandra Stotsky. Article by Erin Timony in The State Journal, West Virginia, August 28, 2014.

Sandra Stotsky: Quoted in August 27, 2014 blog

Sandra Stotsky at West Virginia Town Hall Forum on Common Core, Sunday, August 24, 2014

WV MetroNews Story

Clarksburg Exponent-Telegram

WBOY-TV - WV Media

YouTube of Common Core Town Hall

Common Core Town Hall

Sandra Stotsky. Testimony for the Ohio Rules and Reference Committee on Repealing Common Core: HB 597, August 19/20, 2014.

Sandra Stotsky. August 17, 2014. "Common Core instructions won't make grade". Op-ed, Parkersburg News and Sentinel.

Sandra Stotsky. Common Core Forum, Mesa, Arizona, August 2, 2014.

Sandra Stotsky, Publicity Release for Common Core Forum, Bridgeport, West Virginia August 24.

Forum Flyer

July 2014

Sandra Stotsky: Manchester Academic Standards incomplete, unprofessional. Interview on Girard at Large in the Morning, July 31, 2014.

Glenn Ouellette, Manchester, New Hampshire TV and talk show, interviews Anne Marie Banfield and Sandra Stotsky, July 31, 2014.

Sandra Stotsky. Breitbart News. How to Develop State or Local Non-Common Core-Based Standards. July 29, 2014.

Sandra Stotsky. Common Core Presentation. Family Research Council, Washington, D.C. July 30, 2014.

Sandra Stotsky. July 23, 2014. What's happened to Manchester, New Hampshire Mayor Gatsas' request for the best standards in the country using Common Core as a "floor"?

Sandra Stotsky. 7 Major Differences between No Child Left Behind and Common Core/Race to the Top. July 2014. Breitbart and Pioneer Institute post.

Sandra Stotsky, Breitbart Blog on July 14, 2014. "Minority Parents Don't Want a Workforce Common Core Curriculum for Their Kids Either"

Sandra Stotsky. Discussion with Wakefield, New Hampshire, School Board, July 15, 2014 on their implementation of the Massachusetts 2001/2013 ELA standards and the Massachusetts 2000 mathematics standards

Sandra Stotsky. Presentation at National Principals Leadership Institute, July 13, 2014.

Missing or Delayed in Common Core's Mathematics Standards

Flaws in Common Core's English Language Arts and Literacy Standards

Sandra Stotsky. Pioneer Institute blog, July 8, 2014. A Study in Contrasts.

Sandra Stotsky quoted in Breitbart blog on National Governors meeting in Nashville, July 7, 2014

Sandra Stotsky. Breitbart blog on reforming teacher education. July 5, 2014

Sandra Stotsky. Interview with Susan Arbetter. WCNY. Albany. July 4, 2014.

Sandra Stotsky. With Common Core, States Face Problem of which Tests to Give Students. July 1, 2014.

June 2014

Sandra Stotsky. Suggestions for emasculating Common Core. June 2014.

Sandra Stotsky in Albany and Austin, June 2014

Sandra Stotsky in Albany, New York, June 16, 2014

Press Conference

Speech at The Well

Coverage at www.timesunion.com

Coverage at Perdido Street School Blog

Sandra Stotsky. Common Core Panel, Hopkinton, Massachusetts. June 5, 2010.

May 2014

Sandra Stotsky. May 28, 2014 Pioneer Institute blog post.

Sandra Stotsky. May 25, 2014. How Local School Districts Can Eliminate Common Core.

Sandra Stotsky, May 23, 2014 blog on protests against commencement speaker at Harvard Graduate School of Education.

Sandra Stotsky. Radio Talk Show from Madison, Wisconsin, May 20, 2014.

Sandra Stotsky blog on May 12, 2014 on Report to Governor Pence on Indiana's ELA Standards.

Sandra Stotsky. Blogs on Breitbart in May, 2014

April 2014

Sandra Stotsky. Presentation in Palos Verdes, California, Sunday, April 27, 2014.

Sandra Stotsky. Report on the fate of poetry in a Common Core curriculum. Co-authored by Anthony Esolen and Jamie Highfill

Sandra Stotsky in Grass Valley, California, April 29, 2014.

Sandra Stotsky. Interview with Roger Hedgecock, San Diego, April 24, 2014.

Sandra Stotsky. "Sandra Responds to AEI's Rick Hess' and Michael McShane's criticism of Common Core opponents."

At www.breitbart.com

At www.jaypgreene.com

Sandra Stotsky. Interview on Fox News. Tuesday, April 15, 2014. Catholic Classrooms Face Common Core Overhaul.

Sandra Stotsky. On Armstrong and Getty radio talk show, San Francisco, Tuesday, April 15, 2014, KSTE AM 650

Sandra Stotsky. Comments on Draft #2 of Indiana's Future English Language Arts Standards: A Report to Governor Michael Pence, April 8, 2014.

Sandra Stotsky. "The Fate of Poetry in a Common Core-Based Curriculum." Paper presented at the ALSCW Conference, Bloomington, Indiana, April 5, 2014.

Program for 20th Annual Conference of the Association of Literary Scholars, Critics, and Writers. April 3-6, 2014.

March 2014

Professor William McCallum's Remarks on Common Core's Mathematics Standards in January 2010.

Sandra Stotsky. In "Building the Machine." March 31, 2014

Sandra Stotsky. Forum in Hollis/Brookline, New Hampshire, March 29, 2014.

Sandra Stotsky. New items on Pioneer Institute's website, March 28, 2014.

Sandra Stotsky. March 27, 2014 blog on Pioneer Institute website. Debunking myths and claims about Common Core.

Susan Berry. Common Core Sandra Stotsky: Indiana Should Return to 2006 English Language Arts Standards. March 26, 2014.

Sandra Stotsky. Interview on the Pat Miller show in Indiana. March 25, 2014.

Sandra Stotsky. Podcast of my comments on the development of non-Common Core standards in Indiana. On Greg Garrison's radio talk show in Indiana on March 20, 2014.

Sandra Stotsky. Testimony to a Kentucky Legislative Committee on Common Core. March 13, 2014.

The rest of the story on Common Core finally reaches Kentucky legislators - James Milgram, March 15th, 2014.

The rest of the story on Common Core finally reaches Kentucky legislators - Sandra Stotsky, March, 15th, 2014.

Sandra Stotsky. Testimony in Connecticut on HB 5078 and HB 5331, March 12, 2014.

Sandra Stotsky. Video of evening talk in Peabody, Massachusetts, March 11, 2014.

Article in Salem News on March 13, 2014 on Peabody School Committee vote to allow parents to opt out of Common Core pilot testing

Letter from the Peabody Federation of Teachers endorsing the School Committee's vote to allow parents to opt out of the PARCC test and indicating agreement that the school committee has the legal authority to do so

Sandra Stotsky. Blog on how states and school districts can opt out of the Common Core standards. March 6, 2014.

Sandra Stotsky. Fact Sheet on Common Core's Developers, Writers, Validation Committee, and Standards. March 2014.

February 2014

Sandra Stotsky. Common Core Forum presented by PTA Council of Howard County (PTACHC) and Howard County Education Association (HCEA), February 23, 2014

Sandra Stotsky. How to Address Common Core's Reading Standards: Licensure Tests for K-6 Teachers. Pioneer Institute White Paper #111, February 2014

Sandra Stotsky. Testimony on Common Core for Kansas Legislators, February 2014

Sandra Stotsky. Common Core Nation (podcast by the Liberty Fund). February 17, 2014

Sandra Stotsky. Testimony in Wyoming on Common Core. February 12, 2014

January 2014

Sandra Stotsky. Comparison of the Common Core and 2008 South Caroline Academic Standards for English Language Arts. January 2014.

Sandra Stotsky. Interview for Breitbart News. January 14, 2014

Sandra Stotsky. Testimony on Common Core's English Language Arts Standards and Alaska's Academic Standards. For the Alaska State Senate Education Committee. January 7, 2014

Sandra Stotsky. "Common Core Doesn't Add Up to STEM Success." Wall Street Journal. January 3, 2014

December 2013

Sandra Stotsky. Local Cable TV Interview, December 2013. Taunton, Massachusetts.

Support: Research on how Gates' money is used to undermine school choice:

The Fordham Strong Arm of Letter Grades for State Standards

The American Enterprise Institute, Common Core, and "Good Cop"

Sandra Stotsky. Pioneer Blog, December 26, 2013.

Sandra Stotsky. Podcast of Denver talk show on AM560, December 19, 2013.

Sandra Stotsky. Common Core fails to prepare students for STEM. The Denver Post. December 18, 2013.

Sandra Stotsky. Support for Common Core's Fuzzy Math Doesn't Add Up. December 6, 2013.

November 2013

Sandra Stotsky, Common Core Panel, Carroll County, Maryland, November 4, 2013.

Sandra Stotsky. Fatal Flaws in Common Core's English Language Arts Standards: Testimony for the Ohio House Education Committee, Columbus, Ohio, November 20, 2013.

Sandra Stotsky. Common Core's English Language Arts Standards: Problems and Issues. Paper given at the Conference on Catholic Concerns about Common Core, Elberon, New Jersey, November 5, 2013.

October 2013

Stotsky scholarship cited in October 2013 letter to all Catholic bishops in USA.

Sandra Stotsky. Interview #4 on the Kathy Benuck Show, NH TV, October 2013.

Sandra Stotsky. GUEST POST: Common Core Math Standards Do Not Prepare U.S. Students for STEM Careers. How Come? The Foundry. Oct 21, 2013

Comments on the Florida Common Core English Language Arts Standards: Report prepared for a hearing in Tampa, Florida, October 15, 2013

Common Core's English Language Arts Standards: Testimony for a legislative hearing in Fond du Lac, Wisconsin, October 16, 2013

Video of testimony

Sandra Stotksy on "Will Common Core Dumb Down Our Kids," Tell It Like It Is with Kathy Benuck, October 3, 2013.

September 2013

Sandra Stotsky on Common Core on Al Jazeera TV, Saturday night, September 28, 2013.

R. James Milgram and Sandra Stotsky. Lowering the Bar: How Common Core Math Fails to Prepare High School Students for STEM, Pioneer Institute White Paper, #103, September 2013.

Private reception for Sandra Stotsky in Columbia, South Carolina,September 20, 2013

Sandra Stotsky on Drew Steele's Talk Show, Fort Myers/Naples, Florida

Sandra Stotsky. Common Core's Invalid Validation Committee. Paper presented for a conference at University of Notre Dame. September 9, 2013.

August 2013

Sandra Stotsky. "Invited Testimony for a Hearing in Michigan on Common Core." August 14, 2013.

Sandra Stotsky. "New York State Test Results: Uninterpretable But a Portent of the Future," August 12, 2013. Pioneeer Institute Rock the Schoolhouse blog.

Sandra Stotsky. Invited Testimony for a Hearing on Common Core in Indiana. August 5, 2013.

July 2013

Sandra Stotsky. Comparison of the Common Core and 2008 Georgia English Language Arts Standards, July 2013

Draft response by the Georgia Department of Education to the Stotsky July 2013 report

Response by Sandra Stotsky to the Georgia Department of Education's draft comments.

Sandra Stotsky. My View: This is Why I Oppose Common Core. Desert News. July 24, 2013.

Sandra Stotsky. Kentucky Needs Higher Expectations for its Students: Testimony Submitted to the Kentucky Board of Education, July 2013

Sandra Stotsky. Invited Testimony for a Hearing on the Implementation of Common Core's Standards in Arkansas, July 22, 2013

Sandra Stotsky. "4 Steps to Upgrade Teacher & Administrator Prep Programs." Pioneer Institute. July 18, 2013.

Sandra Stotsky. "How Long Before Duncan and the Media Speak Out Honestly?" Pioneer Institute. July, 10, 2013.

Sandra Stotsky. "Revise or Reject: The Common Core's Serious Flaws." National Association of Scholars. July 3, 2013.

Sandra Stotsky. "Common Core's Cloudy Vision of College Readiness in Math." Pioneer Institute. July 1, 2013.

June 2013

Sandra Stotsky. "More Than One Fatal Flaw in Common Core's ELA Standards." Pioneer Institute. June 26, 2013.

Sandra Stotsky and Jane Robbins. Pulling Back the Curtain on Common Core. The Blaze. June 27, 2013.

Sandra Stotsky. What To Do Once Common Core Is Halted. Pioneer Institute. June 20, 2013.

Sandra Stotsky. Why Do They Lie? And Why Do Others Believe Them? Pioneer Institute. June 18, 2013.

Sandra Stotsky. Panel Discussion on Common Core, Thousand Oaks, California, June 10, 2013

Sandra Stotsky. Forum on Common Core, Worcester, Massachusetts Public Library, June 5, 2013

May 2013

Sandra Stotksy. Wanted: Internationally Benchmarked Standards in Mathematics, Science, and English Language Arts. May 2013.

April 2013

Interview with Sandra Stotsky. Education Views. April 2013.

Robert Pondiscio, Gilbert T. Sewall, and Sandra Stotsky. Foreward by Walter A. McDougall. Shortchanging the Future: The Crisis of History and Civics in American Schools. Pioneer Institute White Paper 100, April 2013.

Sandra Stotsky, "Sandra Stotsky Discusses the Common Core (Video)." The Pioneer Institute. April 9, 2013.

March 2013

Sandra Stotsky, Testimony for a Hearing in Arkansas for HB1590. March 28, 2013. (Appendix A and Appendix B)

Sandra Stotsky, Invited Testimony for a Hearing in Michigan on House Bill 4276. March 20, 2013.

Sandra Stotsky, Testimony for a Hearing on House Bill #616 and Senate Bill #210: Bills to prohibit the State Board of Education from adopting and implementing Common Core's Standards and Tests. March 6, 2013.

February 2013

Sandra Stotsky, Invited Testimony for a Hearing on SB 167: A bill on Common Core's Standards and Tests. February 28, 2013.

Sandra Stotsky, Invited Testimony for Kansas on Common Core. February 14, 2013.

Sandra Stotsky, An English Language Arts Curriculum Framework for American Public Schools: A Model, February 2013.

January 2013

Sandra Stotsky. 2013. Why Do Education Schools Have Such Low Standards? Essay written for Minding the Campus.

Anders Lewis and Sandra Stotsky. 2013. The Rise and Fall of the Study of American History in Massachusetts. Pioneer Institute White Paper No. 97.

Sandra Stotsky. 2013. Literature or Technical Manuals: Who Should Be Teaching What, Where, and Why?. Paper presented at The Constitutional Coalition's Educational Policy Conference.

Sandra Stotsky. 2013. Why We Must Raise the Bar for Admission to an Education School. Paper given at the Pope Center for Higher Education Policy.

Sandra Stotsky. Testimony before the Indiana Senate Committee on Education and Career Development. January 16, 2013

2012

Sandra Stotsky and George Denny. 2012. Single-sex classrooms and reading achievement: An exploratory study. Journal of School Choice: Research, Theory, and Reform, 6 (4), 439-464.

Sandra Stotsky. Common Core Standards' Devastating Impact on Literary Study and Analytical Thinking. The Heritage Foundation Issue Brief #3800, December 11, 2012.

Sandra Stotsky. Invited Testimony on the Low Quailty of the Common Core Standards. Testimony Submitted to Colorado's State Board of Education, December 6, 2012

Stotsky, Sandra. "Lessons to Learn: Teachers' teachers responsible, too." Arkansas Democrat Gazette, October 6, 2012.

Stotsky, Sandra et al. "Good Citizenship: To Preserve Republic, Teach Civics." Arkansas Democrat Gazette, September 19, 2012.

Mark Bauerlein and Sandra Stotsky. (September 2012). How Common Core's ELA Standards Place College Readiness at Risk. Pioneer Institute White Paper No. 89.

Stotsky, Sandra. 2012. "How Common Core Standards Have Begun to Damage the School Curriculum," Heritage Foundation, April 17, 2012.

Stotsky, Sandra. 2012. "Invited Comments on the Common Core Standards to the House Committee on Education in South Carolina," South Carolina, April 18, 2012.

Stotsky, Sandra. 2012. "The Serpent in Finland's Garden of Equity," Journal of School Choice: Research, Theory, and Reform, 6(2), 295-300.

Stotsky, Sandra. 2012. "Invited Testimony for a Hearing on a South Carolina Bill to Amend 1976 Code," February 16, 2012.

Stotsky, Sandra. 2012. "Invited Testimony for a Hearing on Wisconsin Bill AB 558," February 15, 2012.

Stotsky, Sandra. 2012. "Invited Testimony for a hearing on Indiana Senate Bill No. 373," January 25, 2012.

Stotsky, Sandra. 2012. "Competition and Choice Bring Reform, but there's a Problem," February 9, 2012.

Stotsky, Sandra. 2012. "The Last Word: An Interview with Sandra Stotsky-A Call for Challenge and Coherence (May 2011). Joe Helbling and Catherine A. Little."

Stotsky, Sandra. 2012. "Invited Testimony for a Hearing on Indiana Senate Bill No. 373 to Void Any Action Taken by the State Board of Education to Adopt the Common Core standards as the state's standards," January 25, 2012.

2011

Stotsky, Sandra. 2011. "The Stealth Curriculum," in Sarah Stern (Ed.)Saudi Arabia and the Global Islamic Terrorist Network, New York: Palgrave Macmillan, 2011, 65-80.

Stotsky, Sandra. 2011. "Tailoring to Students' Interests". Room for Debate, New York Times, August 23, 2011.

Stotsky, Sandra. 2011. "Ten Steps to a Better ESEA (with apologies to the Fordham Institute): How to reauthorize ESEA so that it might actually upgrade K-12 education. April 23, 2011."

Sandra Stotsky. How to Implement Common Core's Literacy Standards to Enhance Civic Literacy in Arkansas. Presentation to Arkansas Association of Educational Administrators: August 2, 2011

Sandra Stotsky, Heritage Foundation Event, July 27, 2011.

Sandra Stotsky. "Testimony in Favor of Bill on Texas State Sovereignty over Curriculum Standards, Assessements, and Student Information,"Testimony for a Hearing on House Bill No. 2923, April 14, 2011

Video of Event

Prepared Remarks in Writing

2010

Sandra Stotsky. "Literary Study in Grades 9,10, and 11: A National Survey" A Publication of the ALSCW, Number 4, Fall 2010.

Sandra Stotsky and Ze'ev Wurman. "Common Core's Standards Still Don't Make the Grade," A Pioneer Institute White Paper, No. 65, July 2010.

Sandra Stotsky. "Literary Study in Grades 9, 10, and 11 in Arkansas," March 22, 2010.

2009

Sandra Stotsky. "National Academic Standards: The First Test," September 22, 2009.

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2008 and 2007

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Sandra Stotsky. "Out of one, many," Arkansas Democrat Gazette, June 21st, 2008

Sandra Stotsky. "Teacher Licensure Tests: Their Relationship to Mathematics Teachers' Academic Competence and Student Achievement in Mathematics," Education Working Paper Archive, September 5, 2007

Sandra Stotsky. RACE TO THE TOP AND K-12 MATHEMATICS EDUCATION: A Letter to U.S. Secretary of Education Arne Duncan

Sandra Stotsky

#3C #HB1461
2/2/15

Testimony on North Dakota's Mathematics Standards:

R. James Milgram
February 2, 2015

Overview of Testimony: Thank you for the opportunity to testify on the deficiencies in North Dakota's current standards for Mathematics. Since the current North Dakota mathematics standards are identical with the Common Core Mathematics Standards, I focus on the mathematical issues with the Common Core. There were a number of people described as "mathematics educators" on the Common Core Validation Committee on which I served during the life of the project (2009-2010). Such people typically have taken very few if any college level mathematics courses, either at the graduate or undergraduate level, and they typically focus on issues with teacher training. I was the only mathematician on Validation.

The original charge to the Validation Committee made us responsible for verifying all the research underlying the standards, verifying that they are benchmarked to the standards of the highest achieving countries, and, if necessary adding missing standards or revising existing standards if research shows this is justified. So, by default, I was the main representative of Validation overseeing the development of the Common Core Mathematics Standards.

My Credentials: I am a professor of mathematics at Stanford University, and an internationally know research mathematician. In education I and three of my Stanford colleagues wrote the 1998 California Mathematics standards that were generally regarded as the best in the country until they were superseded by Common Core in 2010. I also assisted Michigan, Florida, Georgia, New Mexico, Minnesota, New York, Texas, Indiana, and Massachusetts with their mathematics standards between 1998 and 2007. *As a result of my work in this area I was appointed to the National Board for Education Science that oversees all research at the U. S. Department of Education, and was the first research mathematician to ever serve on the NASA Advisory Council. I was also, together with Professor Stotsky, one of the five members of the Common Core Validation Committee who did not sign off on the Common Core Standards.*

In recent years, I have testified before many legislative committees on the flaws in Common Core's standards and how a state can strengthen the education of all its students, by, first, temporarily replacing them with academically rigorous standards, such as the 1998 California mathematics standards, and then by writing real *North Dakota standards* taking advantage of your own content experts and teachers Among the states in which I have testified or to which I have submitted invited testimony in writing are: Alaska, Indiana, Tennessee, California, Connecticut, Georgia, North Carolina, North Dakota, and Ohio.

A closer look at the standards writers for the Common Core Mathematics Standards. The three lead writers were Phil Daro, Professor W. McCallum, and Dr. Jason Zimba. The last two had their Ph.D's in mathematics, though they had no experience writing or critiquing mathematics standards, and were not familiar with the detailed research that is necessary to make provisions for remediation and alternative programs for differently gifted students.

But Phil Daro was an entirely different story. He has virtually no background in mathematics. His undergraduate degree was in English, and his only experience in K-12 mathematics was two years of teaching mathematics at the middle school (6th - 8th grades) level. However, he had been the lead author of the 1992 California Mathematics Standards, and his work was so poorly done that in 1996 it was necessary for the California Legislature to order the California Department of

Education to immediately create new mathematics standards to replace Daro's. Next, he headed up the mathematics writing team for the Georgia mathematics standards, where the same thing happened even before his work was finished. The identical situation occurred in New Jersey. One might wonder why such people – two with no experience whatsoever, and one whose experience, while extensive, to my knowledge had never resulted in successful mathematics standards - were selected for the enormously important task of writing what amounted to **NATIONAL Mathematics Standards** for the United States. (*I would suggest that there were many things going on behind the scenes, but this incredible choice of authors undoubtedly goes a long way towards explaining why the problems with the Common Core Mathematics Standards are so extensive.*)

The Perspective of members of the Validation Committee? Professor Stotsky and I did not sign off on the standards because, despite the inflated claims for them, they were not rigorous, not research-based, nor benchmarked to the standards of the highest achieving countries. In fact, the main web-site of the Common Core Standards project recently removed any claims for such benchmarking, and indicated only that Common Core was *compared* to these high level standards, no longer, asserting that the document matches up with them.

As to their possible rigor, one needs to understand what educators mean by the term compared with its usual meaning (thorough, precise, and correct) in ordinary English. It turns out, [See Appendix A], that in the education school jargon, the term rigorous is best translated as "creative" -- virtually, the exact opposite of what non-educators would expect. Moreover, the mathematics standards are disorganized and miss a large number of crucial standards, to say nothing of serious mathematical errors, so they could not be called rigorous in the usual meaning of the term. [For a partial list of the issues with the document, see Appendix B]

It is important to note that the mathematics standards are not based on either reliable research or the best practices of the high achieving countries. A prime example is the standards for high school geometry. These geometry standards are very iconoclastic. They are based on what is called "the Euclidean group," and the only large scale implementation of this approach occurred during the late 1970's in the former USSR, where they were used for teaching the top high school students there. *But the approach had to be rapidly dropped even with this group.* Consequently, there is no research that shows this approach is likely to be anything but a total disaster in a country the size of the United States, and for average students. Similarly, there is no research supporting the very confused approach to teaching fractions that is mandated by Common Core, and the minimal discussion of the critical topics of ratio, rate, proportions and percents is filled with errors.

There are similar issues with the high school Algebra courses. Traditional courses would introduce a topic such as classification of conic sections and then show their applications in many diverse areas such as physics and engineering. But (1) conic sections are almost completely missing in the document and (2) the Common Core courses have no standards involving important applications. Instead, they focus almost entirely on purely formal properties. This approach has been tried in a number of states over the last 20 or more years, and there is no evidence that it has resulted in improved student outcomes.

The standards writers could not offer any research evidence to defend their complete omission of the mathematics standards needed for STEM careers, which would seem to require, above all, a reasonable pathway to calculus *as a student's first college level math course*. Nor did they offer evidence that Common Core's standards do more than meet the minimal entrance requirements

for, at best, the non-selective *colleges and universities* in this country or elsewhere. In fact, if a student wishing to major in a STEM area were to enter college with just the mathematics covered in the Common Core standards, his or her chance of EVER obtaining a four year college degree in STEM is 2.1%, or 1 in 50 according to recent data released by the U.S. Department of Education's National Center for Education Statistics, while the same agency's best estimates for a student entering college with just Common Core's mathematics is about 1 in 3 for getting a 4 year college degree in any subject. *This is far too low for any reasonable person to describe them as producing students who are "college and career ready."*[1]

Finally, it is important to note that these standards were never tested or piloted, but instead, were adopted nationwide using Race to the Top funds as the main inducement, and based solely on trust given to an organization with no known success in improving our education outcomes for at least the last 100 years.

Consequently, it should come as no surprise that only 6 of the 29 members of the Validation Committee signed off specifically on the Common Core Mathematics Standards.

The View of the two actual mathematicians on the writing team regarding the level and quality of the Common Core Mathematics Standards. In January of 2010, Prof. McCallum is on record as stating - with regard to the Common Core Mathematics Standards document - that

> "It's not what we aspire to for our children. It's not what we as a nation want to set as a final deliverable. I completely agree with that, and we should go beyond that."

Then, in March of 2010, Dr. Zimba testified before the Massachusetts State Board of Elementary and Secondary Education that

> "The standards are for the colleges most kids go to, but not for the colleges most parents aspire to.
> "They are not for STEM" and not for selective colleges.

The Change in the Charge to the Validation Committee. As already indicated, the original duty of the Validation Committee was to completely oversee, and if necessary rewrite the Common Core Standards to ensure that they were (1) entirely research based, and (2) benchmarked to the standards of the high achieving countries.

But, when it became clear (November, 2009) , that we fully intended to make sure the document matched up to these claimed expectations, we were notified of a dramatic weakening of our charge. We were to only

> "Ensure the principles that led to the development of the standards were adhered to in the development process, namely that the standards are:
>
> > "Evident of the knowledge and skills students need to be college and career ready,
> > "At a proper level of clarity and specificity,
> > "Accompanied by evidence that they are comparable with other leading international countries and states in the expectations outlined for students, and informed by evidence and/or research."

We were to "offer feedback and written comments on the draft standards that will be provided to the standards work teams for consideration in subsequent drafts of the College and Career

[1] Data from the NCES consistently shows that the highest level mathematics class taken in high school is, by far the best predictor of college degree attainment in any area, higher than SES or any other standard measure.

Readiness and K-12 standards;" and "Provide a review and endorsement of the standards to be released as a final report of the committee."

In February, 2010, the "endorsement letter" was presented to the Validation Committee and it simply explained that the signatories agreed that

> "Based on our deliberations and examination of the evidence, we, the undersigned members of the Common Core State Standards Initiative Validation Committee, certify that the Common Core State Standards in English Language Arts and Mathematics are consistent with the criteria listed above."

Since the Mathematics Standards are none of these things, I, along with four other members of the committee, could not sign off on them, and I would urge you, for the sake of your children here in North Dakota (since the North Dakota standards are Common Core's verbatim), to replace them with better standards as soon as you possibly can, as the bill we are testifying on today requires.

References

R. James Milgram and Sandra Stotsky (March 2010). Fair to middling: A national standards progress report . Pioneer Institute White Paper #56.
http://www.pioneerinstitute.org/pdf/100402_fair_to_middling.pdf

R. James Milgram and Sandra Stotsky (September 2013). Lowering the Bar: How Common Core Math Fails to Prepare High School Students for STEM, Pioneer Institute White Paper #103.
http://pioneerinstitute.org/news/lowering-the-bar-how-common-core-math-fails-to-prepare-students-for-stem/

Appendix A: The meaning of Rigorous in the Education School Dialect.

There is a very convenient reference on the web for the Educationese meanings of many words at http://edglossary.org. Here is their definition of Rigorous:

Rigor

The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can can applied in a variety of educational, career, and civic contexts throughout their lives.

While dictionaries define the term as rigid, inflexible, or unyielding, educators frequently apply rigor or rigorous to assignments that encourage students to think critically, ***creatively, and more flexibly.*** *Likewise, they may use the term rigorous to describe learning environments that are not intended to be harsh, rigid, or overly prescriptive, but that are* ***stimulating, engaging, and supportive.***

I

In education, rigor is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall. For example, a fill-in-the-blank worksheet or multiple-choice test would not be considered rigorous by many educators.

Appendix B: Missing or Delayed Topics in Common Core Math Standards

Kindergarten – Algebra I and Geometry:
CC does not require proficiency with addition and subtraction until Grade 4 (more than one grade behind our international competitors).
CC does not require proficiency with multiplication using the standard algorithm (step-by-step procedure for calculations) until Grade 5 (more than two years behind standard expectations).
CC does not require proficiency with division using the standard algorithm until Grade 6 (more than two years behind our international competitors).
CC starts teaching decimals in Grade 4 (about two years behind the more rigorous states).
CC fails to teach traditionally expected key geometrical concepts in K-7 (e.g., sum of angles in a triangle, isosceles and equilateral triangles, etc.).
Excludes fluent conversion between different forms of fractions - regular fractions, decimals, and percents - which lowers expectations in state and district standards to say nothing about the fact that these relationships are key in quite a number of advanced areas, not least for understanding what the real numbers are and how they differ from fractions and decimals.
CC fails to teach prime factorization. Consequently, it does not include teaching about least common denominators or greatest common factors.
Compound interest and the associated formula,

$$\frac{x^{n+1}-1}{x-1} = 1 + x + x^2 + \cdots + x^n.$$

This is a seventh or eighth grade topic in high achieving countries, and was a seventh grade topic in the old California standards. It is essential if we are to avoid disasters like the 2008 mortgage crisis, because it is this formula that gives the true cost of borrowing money.

Algebra 1: Missing components needed for any math class at the level of Algebra I or beyond 1.
Division of monomials and polynomials (only addition, subtraction, and multiplication are covered)

2. Derivation and understanding of the properties of slopes of parallel and perpendicular lines
3. Manipulation and simplification of rational expressions. In particular, the basic property (partial fraction decomposition)

$$\frac{(ax+b)}{(cx+d)(ex+f)} = \frac{r}{(cx+d)} + \frac{s}{(ex+f)}$$ for arbitrary a, b, with its key applications to graphing and understanding rational functions, as well as basic preparation for pre-calculus, calculus, and even more importantly for the solutions of differential equations in engineering and the

sciences. Without this background even students at schools like Stanford are unable to handle Junior and Senior level courses in these areas.

4. Multi-step problems with linear equations and inequalities
5. Multi-step problems with four operations between polynomials
6. Multi-step problems involving manipulation of rational expressions
7. Solving two (or more) linear inequalities in two variables and sketching the solution set.
8. Any preparation for limits
9. There is almost no development of the standard properties of ellipses, hyperbolas and parabolas, such as the existence and properties of the foci and directrix.
10. Solve problems with equations and inequalities with absolute value.
11. Solve problems with quadratic expressions.

Geometry: Some of the key topics that are missing

Properties of triangles and circles: Students should know that:

1. Every triangle is circumscribed by a unique circle with center at the intersection point of the three perpendicular bisectors of the edges.
2. All three perpendicular bisectors DO, in fact, intersect at a single point.
3. Every right triangle has the center of the circumscribing circle on its hypotenuse.
4. Conversely, the angle subtended by an arc on the circle (the angle obtained by drawing the two lines from the center to the ends of the arc), is twice the angle subtended by the ends of the arc and any point in the complement of the arc on the circle.
5. Definition and implications of the eccentricity for conic sections.
6. Structure of logarithms to base 10, e, or general base, b.
7. Conversion between bases, calculation of explicit values in simple cases.

#3D HB1461
2/2/15

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Jan. 10, 2015

CURRICULUM VITAE OF R. JAMES MILGRAM

EDUCATION

B.S., University of Chicago, 1961

M.S., University of Chicago, 1961

Ph.D., University of Minnesota, 1964

PROFESSIONAL RECORD:

Current Position From 1969-present, Professor of Mathematics, Stanford University (Emeritus since 2010)

2001, Distinguished Visiting Professor, University of Lille, Lille, France, May - June

2000, Distinguished Visiting Professor, Chinese Academy of Sciences, Beijing.

1998, Visiting Professor, Math. Institute, Barcelona, Spain, June

1997, Visiting Professor, Northwestern U., March-April

1995, Visiting Professor, U. of Montreal, May-June

1994, Visiting Professor, E.T.H. Zurich, Switzerland, May-June

1993-1995, Regents Professor, U. of New Mexico

1992, Distinguished Visiting Professor, U. of New Mexico, Fall

1991, Distinguished Visiting Professor, U. of New Mexico, Fall

1990, Visiting Professor, MSRI, Winter

1989, Visiting Professor, U. of Edinburgh, Fall

1987, Gauss Professor, U. of Göttingen, Fall

1986, Sonderforschungbereich, U. of Göttingen, Fall

1986, Ordway Professor, U. of Minnesota, Spring

1985, Sonderforschungbereich, U. of Göttingen, Fall

1985, U. C. San Diego, Visiting Professor, Winter, Spring

1984, Northwestern U., Visiting Professor, Fall

1984, U. of Edinburgh, Visiting Professor, Fall

1977, Visiting Professor, Aarhus University, Spring

1977, Visiting Professor, Univ. of Chicago, Winter

1976, Visiting Professor, Univ. of Minnesota, Fall

1969-70, Visiting Professor, Princeton University

1969, Professor of Mathematics, Univ. of Illinois, Chicago Circle, IL

1967-69, Associate Professor of Mathematics, Univ. of Illinois, Chicago Circle

1966-67, Assistant Professor of Mathematics, Univ. of Illinois, Chicago Circle

1964-66, Instructor, Princeton University

1963-64, Instructor, Univ. of Minnesota

COMMENTS ON POSITIONS HELD AND HONORS

Things of special note from Milgram's career as a professional research mathematician.

One of the most important things in my professional record as a research mathematician is the Gauss Professorship at the University of Göttingen in 1989. This was the 100th anniversary of Gauss's death, so it was felt the award should go to a major international figure in one of the areas in which Gauss actually worked, and I was lucky enough to be invited. It is worth noting that only three mathematicians had been awarded the Gauss chair for the last 40 years. (It is a one year visiting position, that is awarded each year to an internationally known professor by the university.)

Also, the Ordway professorship at the University of Minnesota is a serious honor.

The 2000 Distinguished Visiting Professorship at the Chinese Academy of Sciences in Beijing is also something very few mathematicians have ever held.

In 1994 I and three of my collaborators were asked to apply for the King Faisal award, and we ended up being the North American representatives because of our paper, The topology of instanton moduli spaces I: the Atiyah-Jones conjecture, Ann. of Math., 137(1993), 561609, that was generally regarded as perhaps the most important research result in mathematics of that year.

It was quite clear that we would have actually received the award, but two of us are Jewish, and the award specifically excludes Jews. So, for the first and perhaps only time, the award was not given for the best work in mathematics during the past few years, but for another person's lifetime accomplishments.

The 2004 lectures in Nagoya were also a special honor. The situation was that the Japanese government had just required all Japanese mathematicians to do applied work. It was decided that my work during this period on applications of topology to robotics, informatics, and protein folding, was exactly what these mathematicians wanted to learn about.

Also, the paper On the structure of the inverse kinematics map of a fragment of protein

backbone (2008) J. Computational Chemistry, 50-68 solves what was then the main problem in the area of protein folding, and I have been invited several times to give plenary lectures at international conferences in bioinformatics and related areas on the work. Unfortunately, my health prevents me from attending conferences that are too far from where I live, so I could not attend.

I have published three major books on my results over the years, and have been an editor for quite a large number of other books.

I am one of just a handful of mathematicians who has been asked to help publish his or her collected works. (International Press, and the American Mathematics Society 2002)

In Mathematics Education, I think one of the things I am most pleased with was giving the 2010 Colloquium Lecture at Teacher's College in NYC. But before that I was nominated by the president and confirmed by the Senate as one of the first members of the National Board for Education Science (NBES) that oversees the work of the Institute for Education Science, the research arm of the U.S. Department of Education.

Also, from 2005 - 2009 I was appointed to the National Aeronautics and Space Agency (NASA) advisory board - the first research mathematician to ever have been given that singular honor - where I served with luminarys like Neil Armstrong, Harrison "Jack" Schmitt, and Eileen Collins.

In 2009 I was appointed as one of the original members of the Common Core Standards Validation Committee. The initial charge to this highly selected group was to entirely oversee the writing of the Common Core Standards, validate the research underlying each standard, benchmark the standards against international expectations, and add standards to the final document that we felt were missing. In short, we were to oversee the writing of these new standards in English, Language Arts and in Mathematics.

MATHEMATICS EDUCATION - K THROUGH 12

Together with Gunnar Carlsson, Ralph Cohen, and Steve Kerckhoff, revised the California Mathematics Standards under the direction of and for the California Board of Education, 1997

Together with H.-H. Wu, Dept. of Mathematics, Berkeley, revised and rewrote most of the California Mathematics Framework under the direction of and for the California Board of Education, 1998

Panelist, California State University at Northridge Conference on implementing the new California State Standards in Language Arts and Mathematics, 1999

Member, Content Review Panel of Textbooks in Mathematics, for the California Partial Textbook Adoption, 1999.

Jointly with David Klein, had Op-Ed article on curricular issues regarding the Los Angeles Systemic Initiative and the Los Angeles Unified School District published in LA. Times, Sept. 1999.

Member, Achieve Commission on the National Eighth Grade Mathematics Examination.

Met with and advised the Governor's Committee on K - 12 Education in Texas on the process of writing and revising state standards in mathematics, Jan. 2000.

Testified Before the Committee on Education and the Workforce of the Congress of the United States on the effects of programs funded by the Education and Human Resources group at the National Science Foundation. February 2, 2000.

Article with W. Evers, Hoover Institute, Stanford, on new NCTM Mathematics Standards published in Education Week, May 24.

Member, Content Reivew Panel for Mathematics Curricula, for the California Textbook Adoption, 2000.

Reviewed State Mathematics Standards for Wisconsin, Texas, Oklahoma, Tennessee, Oregon, for Achieve 2000 - 2001

Member, State Mathematics Standards Writing Team, New Mexico, 2001-2002

Author and Mathematics Advisor, Holt-Reinhart Middle School Mathematics, 2001 -2002

Member, supervisory board (with D. Askey, R. Dixon), for Fordham Foundation, Smith-Richardson Foundation funded study of State Mathematics Assessments by Accountability Works, 2002

Member, Panel evaluating Math Science Partnerships Proposals, National Science Foundation, EHR, 2002.

Member, Educational Testing Service SAT I Review Panel, 2002

Reviewed Montgomery County, VA, Mathematics Standards for Achieve, 2002

Member, Advisory Board Israel Pilot Singapore Mathematics Program, 2002.

Principal Investigator, FIE Grant from Department of Education - objectives (1) to prepare material for creating a four course sequence in mathematics for pre-service K - 8 teachers, and (2) to prepare material for guiding in-service institutes for middle school teachers. 2002 - 2003.

Brought in by Pittsburgh PA Board of Education to review the Pittsburgh Public School System, Nov. 2002.

Invited lecture and panelist, Steinhardt School of Education, NYU, Apr. 2003.

Worked with Achieve to create K - 5 standards to align with the Achieve Middle School Standards. 2002-2003

Worked with Achieve to evaluate the Michigan Mathematics Standards. 2003

Based on the work above, consulted for the State of Michigan through the Michigan State University School of Education on revising the Michigan Mathematics Standards. 2003

Consultant for Los Angeles County Department of Education, on design of effective in-service teacher training mathematics institutes, 2003-2004.

Principal Investigator, FIE Grant renewal from Department of Education to continue the work through 2003-2004 of preparing a four course sequence in mathematics for pre-service K-8 teachers, and to start testing the effectiveness of both these courses and the recommendations for effective in-service mathematics training for K-8 teachers.

Member MSP review panel for California Math Science Initiative grants, 2003.

Plenary invited presentation, Math Science Research Institute Workshop *Assessing Student's Mathematics Learning: Issues, Costs, and Benefits*, March 7 - 10, 2004

Plenary invited presentation, Conference on Teacher Training and content knowledge in mathematics sponsored by Michigan State University and held in Washington DC. June 2004.

Worked with the Georgia Department of Education and the Georgia Board of Education to rewrite Georgia's K - 8 mathematics standards. 2004.

Member American Math Society Panel on state mathematics standards, July, 2004, Park City Utah.

Member NSF advisory panel on the mathematics that students need to know, with Richard Schaar, Deborah Ball, Joan Ferrini-Mundy, J. Kilpatrick, Wilfried Schmid. December, 2004. *This led to the COMMON GROUND document, that attempted to bridge the gap between math educators and professional mathematicians*

Advised New York State Commission on High School Mathematics Standards, Feb. - March, 2005

Member, Board of Directors of the National Board for Education Science, 2005 - 2008

Member NASA Advisory Council, 2005 - 2009.

Member NASA Committee on Human Resources, 2005-2009.

Achieve Committee on updating the ADP Mathematics Standards 2007 - 2009

NGA/CCSSO Validation Committee for ELA and Mathematics Core Standards, 2009 - 2010.

The 2010 Colloquium Lecture in Mathematics Education, Teachers College, 2010.

Main consultant for revision of Texas Mathematics Standards, 2011-2012

Plenary Lecture on Mathematics Education, Calgary University, Alberta, Canada, 2013

Presentation for Renaissance Learning at CCSSI Conference, Washington, DC, 2013

Presentation to the school boards for Santa Clara County, 2013

Main consultant for new Indiana Mathematics Standards, 2014

TESTIMONY ON THE COMMON CORE STANDARDS IN MATHEMATICS

Arkansas hearings on Common Core, 07/22/2013

Indiana Legislature, 09/09/2013

Wisconsin Legislature, 10/23/2013

Alaska Legislature, 12/09/2013

Montana Legislature, 12/16/2013

Alaska Legislature, 01/07/2014

North Carolina Legislature, 02/04/2014

Lousiana Education Committee, 02/19/2014

Kentucky Education Committee, 03/13/2014

Ohio Education Committee, 08/19/2014

North Dakota (teleconference), 08/25/2014

Georgia, 09/24/2014

Orange County Board of Education 11/17/2014

Nevada Legislature, 01/13/2015

03/15 - 03/18/2014 Likely trip to North Carolina to set up criteria for new math standards.

ADMINISTRATIVE OFFICES IN MATHEMATICS:

Member, 2009-2010 A.M.S. Committee on Committees

Editor, Homology, Homotopy and Applications, 2000 -

Member, National Science Foundation Panel on Mathematics and Robotics, May, 2000.

Member, Organizing committee for AMS Summer Institute (major institute), Group cohomology and representation theory, Seattle, 1996

Member, A.M.S. Editorial Boards Committee, 1991 - 1994

Member, Organizing committee for AMS Summer Institutes (short institutes), Group cohomology and representation theory, 1993.

Chairman, N.S.F. Doctoral Fellowship Committee, 1984-1986

Member, N.S.F. Doctoral Fellowship Committee, 1983

Editor, *Pac. J. Math.*, 1973 - 1983

Editor, *Duke J. Math.*, 1976 - 1984

Editor, A.M.S. Lecture Note Series *Contemporary Mathematics* (from inception to 1984)

Chairman, 1976 A.M.S. Summer Institute Committee

Chairman (1978-1980) A.M.S. Math. Surveys Committee

Chairman (1981-1982), A.M.S. Committee on Committees

Member, N.S.F. Postdoctoral Fellowship Committee, 1980, 1981

Yours,

R. James Milgram
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3E HB1461
2/2/15

INVITED TESTIMONY ON THE ISSUE OF NORTH DAKOTA'S WITHDRAWAL FROM THE COMMON CORE NATIONAL STANDARDS

JANE ROBBINS

SENIOR FELLOW, AMERICAN PRINCIPLES IN ACTION

February 2, 2015

My name is Jane Robbins. I'm with American Principles in Action, an organization dedicated to restoring our nation's founding principles. I'm grateful for the opportunity to submit this testimony in favor of reclaiming North Dakota autonomy over the education of the state's K-12 students.

The essential problem with Common Core is that it embraces and exacerbates everything that has damaged public education over the last 40-50 years. There is no reason to believe that doing more of what failed in the past will succeed in the future.

I will defer to Dr. Sandra Stotsky and Dr. James Milgram regarding the deficiencies in the actual standards themselves. I will focus on the broader picture of what's wrong with the Common Core scheme.

- **First, Common Core increases the centralization and loss of local control that have damaged education.** Remember when our schools were good? It was when the local communities, and local parents, actually were in control. As power moved (unconstitutionally) to the federal government, working through what became bloated state education bureaucracies, the schools got worse. Common Core takes this centralization and loss of control one step further. It puts control over the standards, and ultimately over the curriculum, into the hands not even of distant, unresponsive governments, but of anonymous, unaccountable **private** interests in Washington.

  Common Core wasn't developed by "the governors." Although it was created under the auspices of the National Governors Association and the Council of Chief State School Officers, those are merely two private trade associations that had no grant of legislative authority from anyone to do anything.[1] They worked through a private nonprofit group in Washington called Achieve, Inc. And as evidenced by the fact most people in North Dakota only recently even heard of Common Core, the state legislatures and the people had no idea this radical shift in education was even happening.

[1] http://pioneerinstitute.org/download/controlling-education-from-the-top/

Where did the money come from? Primarily from the Bill & Melinda Gates Foundation, which has spent literally hundreds of millions of dollars promoting Common Core.[2] Much of that went to the Common Core owners – NGA and CCSSO.[3] Many more millions went to other organizations to get them to sign on – the Chamber of Commerce, the national PTA, the national teachers' unions which (until recently, at least in the case of the National Education Association[4]) were happily selling out their members for Gates money, and large private foundations such as Jeb Bush's foundation in Florida.[5] The list goes on and on. The president of one of these Gates-funded foundations, the Fordham Institute, admitted: "It is not unfair to say that the Gates Foundation's agenda has become the country's agenda in education."[6] Not a single North Dakota citizen has ever voted for Bill Gates. But because he's richer than you are, he's making the rules – and he's given you standards that are owned and copyrighted by two private D.C. organizations that no one ever heard of.

So who actually wrote these standards? A small group of hand-selected people of dubious qualifications who jumped at the chance to write their elitist, progressive education theories into national standards.[7] Essentially five people wrote the standards – not one of whom was a K-12 teacher, and not one of whom was from North Dakota. And the "development teams" were heavily populated less by teachers than by administrators, consultants, and representatives from testing companies.[8]

The federal government then eagerly hopped on board by offering massive amounts of stimulus money to the states that would adopt the national standards, sign onto the aligned national tests, and build out massive student databases.[9] Although North Dakota didn't receive a Race to the Top (RttT) grant, Governor Hoeven and Superintendent Sanstead committed the state to membership in the RttT-funded Smarter Balanced Assessment Consortium (SBAC).[10] The North Dakota-SBAC memorandum of understanding required the state to adopt the Common Core standards. And the

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[2] http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/11/27/gates-foundation-pours-millions-into-common-core-in-2013/
[3] http://www.huffingtonpost.com/mercedes-schneider/a-brief-audit-of-bill-gat_b_3837421.html
[4] http://www.politico.com/story/2014/02/national-education-association-common-core-103690.html
[5] http://www.huffingtonpost.com/mercedes-schneider/a-brief-audit-of-bill-gat_b_3837421.html
[6] http://www.bizjournals.com/seattle/stories/2009/05/18/story2.html?page=all
[7] http://news.heartland.org/newspaper-article/2013/06/07/five-people-wrote-state-led-common-core
[8] http://www.nga.org/files/live/sites/NGA/files/pdf/2010COMMONCOREK12TEAM.PDF
[9] http://www2.ed.gov/programs/racetothetop/executive-summary.pdf
[10] http://media.wix.com/ugd/86bb2c_ed063fe88e624323838c94c1e4e6e45e.pdf

memorandum was signed by Superintendent Sanstead the very day the Common Core standards were released (Governor Hoeven signed two days later).[11] North Dakota's participation in the Common Core scheme was thus sealed through its adoption of the Common Core-aligned assessment.

- **Second, Common Core removes even more local control over the revision of the standards.** The owners of the standards, and the federal government, have made it clear that the standards are to be implemented 100 percent,[12] and even adding the allowable 15 percent of local standards on top is discouraged.[13] And as long as North Dakota remains committed to administering a Common Core-aligned test, such as SBAC, it will have to maintain the standards that are aligned with the test.

  When the standards have to be revised, as they inevitably will, the owners haven't yet decided how that will be done.[14] Even if states are given a voice, North Dakota will have only one voice among many. Thus ends North Dakota control over North Dakota education.

- **Third, despite the insistence of Common Core proponents, these standards will inevitably drive curriculum.** That's the point of standards, and that's the goal of the progressive "reformers" in D.C. who wrote the standards. I commend to you a report called "The Road to a National Curriculum," written by two former U.S. Department of Education officials, who explain exactly how this will happen.[15] These experts also explain why this federal involvement in curriculum violates three federal statutes. But the illegality of the scheme has not deterred its proponents. As Bill Gates declared, "[I]dentifying common standards is not enough . . . . When the tests are aligned to the common standards, the curriculum will line up as well . . . ."[16]

  To say that local administrators and teachers will continue to control the curriculum despite the national standards is to ignore how curriculum decisions are made. Especially in the age of Common Core, when a substantial portion of the textbook and digital-education market is controlled a few mega-publishers such as Pearson,[17] and

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[11] *Id.*

[12] http://www2.ed.gov/programs/racetothetop/executive-summary.pdf (p. 12 -- standards must be "substantially identical across all States in a consortium")

[13] http://www.achieve.org/files/FINAL-CCSSImplementationGuide.pdf, p. 22.

[14] http://www.edexcellence.net/publications/now-what-imperatives-and.html

[15] http://pioneerinstitute.org/download/the-road-to-a-national-curriculum/

[16] http://www.gatesfoundation.org/media-center/speeches/2009/07/bill-gates-national-conference-of-state-legislatures-ncsl

[17] http://www.huffingtonpost.com/alan-singer/protest-builds-against-pe_b_1586573.html

when those publishers were intimately involved in the development of the standards and the tests, the only textbooks that local districts will be able to choose from will be those that advance the Common Core ideology. The right to choose one Pearson Common Core textbook over another Pearson Common Core textbook is hardly meaningful control over curriculum.

- **Fourth, Common Core mandates a type of teaching – essentially, the old, discredited "outcome-based" education – that has done nothing to enhance education and much to harm it.** Academic knowledge is to be diminished – the idea seems to be that if a student wants to know something, he can Google it – but much focus during school time is to be on something called "21st-century skills." This includes fuzzy concepts such as collaboration, communication, leadership, etc.[18] By devoting so much time not to instilling knowledge but rather to cultivating these government-approved habits of mind, Common Core enforces mediocrity – but it will be across-the-board mediocrity, so it won't be apparent to the casual observer. This is one way to make the education system look better, but probably not the way most parents would prefer.

- **Fifth, as evidenced by the list of books and other texts included on Common Core's recommended Appendix B, Common Core is designed less to educate than to advance certain political and sexual attitudes.** For example, Dr. Terrence Moore of Hillsdale College has explained how the items on Appendix B, while purporting to promote study of the Constitution, actually advance the argument that the Constitution is a "living document" that must evolve to correct the sins of our racist, sexist Founders.[19] And consider some of the novels on the list: *The Bluest Eye*, *In the Time of the Butterflies*, *Dreaming in Cuban*.[20] These books, regardless of any literary merit they might have, are manifestly inappropriate for high-school students. What kind of people would recommend themes of rape, incest, and pedophilia for teenagers? The kind of people who wrote Common Core.

  The Department of Public Instruction (DPI) maintains Appendix B as the recommended readings for the standards.[21] And even if DPI were to dispense with Appendix B and say local districts need not use it, that wouldn't solve the problem. The reason is that many

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[18] http://thejournal.com/articles/2011/08/02/common-core-toolkit-aligns-standards-with-21st-century-skills-framework.aspx

[19] http://townhall.com/columnists/terrencemoore/2014/01/06/hating-the-constitution-101-the-common-core-on-the-nations-founding-n1771633/page/full

[20] http://www.corestandards.org/assets/Appendix_B.pdf

[21] http://www.dpi.state.nd.us/standard/content/ELA/common_core/ELA_Appendix_B.pdf

of the objectionable materials of Common Core are incorporated into all those Common Core-aligned textbooks. Not long ago the Alabama Department of Education officially disapproved Appendix B, but parents immediately discovered some of the offensive texts in their children's English textbooks. Common Core is an infection, and only major surgery can get rid of it.

So, ladies and gentlemen, here is where we are: North Dakota has adopted a set of school standards that it cannot change in any meaningful way, that have no research basis, that are not internationally benchmarked,[22] and that have never been piloted anywhere. They are "faith-based" standards – you're supposed to have faith that they will work miracles in North Dakota education. How they will do that, given that they recycle all the failed fads of the past, is not clear.

Look at the track record of the people behind this. The nonprofit Achieve, Inc. is primarily known for its previous American Diploma Project – a failure. The federal government is primarily known for the U.S. Department of Education, America 2000, Goals 2000, No Child Left Behind – all failures. The Gates Foundation poured millions into its Small Schools Initiative – a failure. NGA and CCSSO can point to not one successful education initiative in their history. And now we're supposed to believe that this time, these people have it right?

Michael Cohen, the president of Achieve, said something in New York testimony in October 2013 that should be sobering to all of us. He said this: "The full effects of the Common Core won't be seen until an entire cohort of students, from kindergarten through high school graduation, has been effectively exposed to Common Core teaching."[23] That's thirteen years. How many children will we lose in the thirteen years that it takes us to conclude that this experiment was a disastrous idea? We urge North Dakota to be a leader in stepping back from the brink. Any necessary revisions of North Dakota standards can, and should, be made by North Dakota leaders, answerable to North Dakota parents and taxpayers. Your children deserve so much better than Common Core.

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[22] http://pioneerinstitute.org/blog/blog-education/blog-common-core/common-core-was-neither-internationally-benchmarked-nor-state-led/

[23] http://www.achieve.org/files/Michael%20CohenAchieveNYTestimony.pdf, p. 9.

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INVITED TESTIMONY ABOUT THE SMARTER BALANCED ASSESSMENT CONSORTIUM AND ITS CONNECTION TO STUDENT DATA PRIVACY

JANE ROBBINS

SENIOR FELLOW, AMERICAN PRINCIPLES PROJECT

February 2, 2015

My name is Jane Robbins, and I'm with American Principles in Action. APIA is an organization devoted to restoring our nation's founding principles. I appreciate the opportunity to submit this testimony to you today.

As you know, North Dakota is currently a governing state in the Smarter Balanced Assessment Consortium. The bill you're considering would withdraw the state from Smarter Balanced and go in a different direction for assessments. I will touch briefly on six problems.

- **First, Smarter Balanced is being illegally funded, and perhaps illegally controlled, by the federal government.** The U.S. Department of Education has poured $175 million[1] into the consortium so that it can develop assessments and instructional modules.[2] Through this funding, the federal department is violating not only a federal statute prohibiting its involvement with creating assessments,[3] but also three federal statutes prohibiting its involvement in curriculum matters.[4]

  Even more troubling is the fact that the federal government is actively engaged in the "item design" of the Smarter Balanced test.[5] This means that there is at least some federal oversight of the actual test questions. North Dakotans should be greatly concerned that their students might end up taking what is, in essence, a federal test.

- **Second, Smarter Balanced embraces progressive testing fads that have failed in practice.** Smarter Balance intends to replace multiple-choice tests (which are seen as outmoded) with cutting-edge assessments employing open-response and "performance" items (*i.e.*, items that require students to write out responses or

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[1] http://www.smarterbalanced.org/resources-events/faqs/
[2] http://pioneerinstitute.org/download/controlling-education-from-the-top/, p. 13.
[3] 20 U.S.C. 7909
[4] http://pioneerinstitute.org/download/controlling-education-from-the-top/, p. 13.
[5] http://www.cato.org/blog/saying-common-core-not-federal-joke-jokes-us

complete projects, either individually or in a group).[6] This, in fact, like so much else in the Common Core and its assessment scheme, isn't a new idea but rather is a recycled failure.

One of the best examples comes from Kentucky's experience in the 1990s. Kentucky implemented a test that embodied most of the progressive ideas of Smarter Balanced, especially with respect to design of test items. For many reasons, including lack of efficiency, problems with scoring subjective test responses, extraordinary cost, etc., the Kentucky experiment was abandoned as a resounding failure.[7] But now Smarter Balanced intends to try it all over again.

A major problem is the cost of scoring the open-response and performance items. These items must be scored by human beings, who will expect to be paid, thus driving up the cost. Between the technology costs and the scoring costs, the legislature can expect demands for major increases in assessment funding. In fact, in just the last several weeks, Wisconsin legislators have learned that the Smarter Balanced assessments will cost over $7 million more than originally projected.[8]

- **Third, because Smarter Balanced requires sophisticated technology that many local school systems don't have in sufficient quantities, the testing will have to be spread out over a long period of time. This will create problems of both test security and fairness.** Acknowledging the technology deficiencies, Smarter Balanced recommends that testing be completed over a 12-week window so that large groups of students can use a smaller number of computers.[9] And the North Dakota Department of Public Instruction (DPI) admits that it will use this 12-week window for some grade levels.[10]

  Think about what that means. Students who take the test during the first week of the window will have almost three months' less instructional time than those who take it during the last week. If teachers' evaluations are at some point tied to test scores, as the federal government demands, might there be some complaints from the teachers of the first group of students? And how would it be possible to keep students from discussing

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[6] http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf

[7] http://www.freedomkentucky.org/images/d/d4/KERAReport.pdf, pp. 12-24.

[8] http://host.madison.com/news/local/education/local_schools/cost-of-common-core-tests-millions-more-than-expected/article_6872d4fc-10da-5b97-9ec3-95e2d50477cb.html.

[9] http://www.smarterbalanced.org/smarter-balanced-assessments/test-administration/

[10] http://www.dpi.state.nd.us/news/2015/snapshotpdf.pdf.

the test questions for 12 weeks? Whoever came up with this idea obviously didn't think it through.

Some school systems may be considering avoiding this problem by buying iPads or other devices for students and having them take the Smarter Balanced tests that way. I'm not an expert on the practicality of using such devices for the computer-adaptive testing, but I would call your attention to the recent experience of the Los Angeles Unified School District.[11] That district launched the first phase of a $1 billion program to purchase iPads for K-12 students but had to withdraw thousands of the devices after only a couple of weeks. The reason was that the tech-savvy students quickly figured out how to bypass the security features and access sites that supposedly were off-limits to them. This is not something you want to happen on test day.

- **Fourth, the actual piloting of the Smarter Balanced assessments has uncovered myriad problems that cast doubt on whether this assessment system will ever work.**

In the Smarter Balanced piloting that was done in California last year, here are some of the problems that were revealed:

- Student confusion caused by inconsistent phrasing of instructions;
- Interface glitches, such as the disappearance of a student's responses if he takes too long a break, or problems with scrolling up or down a page;
- Problems created by installing the secure browsers;
- Slow Internet connections and incompatible hardware.[12]

In New Hampshire, teachers in the Nashua school district took the Smarter Balanced test themselves and were scathing in their evaluation. Here are a few of their comments:

- If you leave the screen for a short period of time, the information on the screen will be gone when you return.
- I feel sad for the students who have to take this test – not many will be successful.
- I tried the sixth-grade math – it was humbling. It was scary.
- I had technology problems. If kids have these problems they'll just quit.
- This was more of a test on computer skills than on the math concepts. If I were a student I would just pick out an answer and move on.

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[11] http://online.wsj.com/news/articles/SB10001424052702304500404579129812858526576?mod=WSJ_hps_MIDDLENexttoWhatsNewsThird

[12] http://www.centerdigitaled.com/news/Common-Core-Pilot-Tests.html

- Kids won't even get past the computer directions.
- I am concerned that the math test is not necessarily testing students' math abilities since there is so much reading. This test seems to assess how well the students read the math questions more than their math skills.
- Frustration level builds as you take the test, creating mental despair – students will shut down.

The Nashua principal described these commenters as "successful, dedicated veteran teachers." If this is the experience of our best teachers, what will happen to North Dakota students?

- **Fifth, through the Smarter Balanced assessments, North Dakota students' personal data will be made available to the federal government.** The federal government suggests collecting over 400 data points on each child, including health care history, disciplinary history, religious affiliation, etc. [13] Some of that data (we don't know how much yet, because that information hasn't been released) will go to the Smarter Balanced consortium. Smarter Balanced has an agreement with the U. S. Department of Education that requires the consortium to give the federal government ongoing access to that *student-level* data.[14] So the bottom line is that any data on Iowa students that goes to Smarter Balanced must also be made available to the federal government.

  This is disturbing on many levels, not least of which is that the Obama Administration has gutted federal student privacy law. Under the new regulations, any data that either the U. S. Department or the North Dakota DPI gets can be shared with literally anyone in the world, as long as the right words are used to justify the disclosure.[15] Parents won't have the opportunity to object; indeed, they won't even know the disclosure is happening.

- **Sixth, the identities of the Smarter Balanced leadership should suggest second thoughts about investing in these assessments.** One of the key figures in the consortium[16] is Linda Darling-Hammond, a Stanford University education professor who is well known for her progressive education philosophies.[17] In fact, Darling-Hammond was the recommendation of terrorist Bill Ayers to be President Obama's Secretary of

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[13] http://nces.ed.gov/forum/datamodel/
[14] http://www2.ed.gov/programs/racetothetop-assessment/sbac-cooperative-agreement.pdf, pp. 3, 10.
[15] http://www.nacua.org/documents/FERPA_AACRAOLetterMay2011.pdf
[16] http://www.smarterbalanced.org/about/advisory-committees/
[17] http://www.aim.org/special-report/terrorist-professor-bill-ayers-and-obamas-federal-school-curriculum/

Education. She didn't get that job, but she landed another influential position at Smarter Balanced as director of content specifications.

Darling-Hammond's track record in actually educating, as opposed to writing about education, is not good. A school she started in California, at which she was able to try out her progressive theories primarily on low-income black and Hispanic students, made the list of California's lowest-achieving five percent and is no longer in operation.[18] This may not be the woman you want in charge of testing North Dakota students.

There are many troubling features of the Common Core scheme. One of the worst is the connection to the national testing, including Smarter Balanced. North Dakota would be wise to take the lead in stepping back from its involvement in this massive centralized contraption and to reclaim control over the education and assessment of its students.

[18] *Id.*

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JANE W. ROBBINS

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Publications

Controlling Education from the Top: Why Common Core Is Bad for America
(American Principles Project, Pioneer Institute, 2012)

Cogs in the Machine: Big Data, Common Core, and National Testing
(Pioneer Institute, 2014)

Dozens of articles and essays on the topics of Common Core, student privacy, the politicization of Advanced Placement curricula, and religious freedom in the following publications: *The Federalist, Public Discourse, USA Today, New York Post, Atlanta Journal-Constitution, The State, Christian Post, Breitbart, Grand Forks Herald-Tribune,* among many others.

Testified regarding these topics, including Common Core and student privacy before the legislatures of Alabama, Arkansas, Georgia, Indiana, Iowa, Kansas, Kentucky, Missouri, Nevada, Ohio, South Carolina, and Tennessee

Jane Robbins – Brief Bio

Jane Robbins is an attorney and a senior fellow with the American Principles Project in Washington, DC. In that position she has crafted federal and state legislation designed to restore the constitutional autonomy of states and parents in education policy, and to protect the rights of religious freedom and conscience. Her essays on these topics have been published in various print and online media. With Emmett McGroarty she co-authored the APP/Pioneer Institute report, *Controlling Education From the Top: Why Common Core Is Bad for America,* and with McGroarty and Joy Pullmann the Pioneer Institute report, *Cogs in the Machine: Big Data, Common Core, and National Testing.* She has written numerous articles about the problems with Common Core, threats to student privacy, and usurpation of state sovereignty over education. She has also testified as an expert about these issues before the legislatures of Alabama, Arkansas, Georgia, Indiana, Iowa, Ohio, Kansas, Missouri, Nevada, South Carolina, and Tennessee. She is a graduate of Clemson University and the Harvard Law School.

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D. John Sauer – Biographical Summary

D. John Sauer is an attorney and partner at the law firm Clark & Sauer, LLC, where he specializes in complex litigation, including constitutional litigation. Mr. Sauer is a graduate of Duke University and holds graduate degrees from the University of Notre Dame and Oxford University, where he studied as a Rhodes Scholar. Mr. Sauer graduated *magna cum laude* from Harvard Law School in 2004. He served as a law clerk for the U.S. Supreme Court and for the U.S. Court of Appeals for the Fourth Circuit. Mr. Sauer has served as an Assistant U.S. Attorney and as an adjunct professor of law at Washington University Law School in St. Louis, Missouri. He received the David J. Dixon Award for excellence in appellate advocacy from the Missouri Bar. Mr. Sauer is an appellate specialist with extensive experience in the litigation of constitutional issues on appeal. He has prevailed in numerous cases raising constitutional issues in state and federal court. Mr. Sauer has conducted extensive study of the legal and constitutional issues raised by the federal Department of Education's implementation of the Common Core State Standards. He is lead counsel for the plaintiffs in *Sauer v. Nixon*, a constitutional challenge to Missouri's membership in the Smarter Balanced Assessment Consortium.

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WRITTEN STATEMENT OF D. JOHN SAUER, CONSTITUTIONAL LAW EXPERT

NORTH DAKOTA HOUSE OF REPRESENTATIVES, EDUCATION COMMITTEE

February 2, 2015

My name is D. John Sauer. I am an attorney who specializes in complex litigation, including constitutional litigation. I am a *magna cum laude* graduate of Harvard Law School and a former law clerk for the U.S. Supreme Court. I am a Rhodes Scholar, a former Assistant United States Attorney, and an appellate specialist with extensive experience in litigating constitutional issues on appeal. I am also lead counsel for the plaintiffs in *Sauer v. Nixon*, No. 14AC-CC00477 (Cole County, Missouri), a case currently pending in Missouri state court that challenges the legal and constitutional basis for Missouri's membership in the Smarter Balanced Assessment Consortium, which is one of the two interstate compacts charged with developing assessments aligned with the Common Core State Standards ("Common Core").

My statement today addresses the various legal and constitutional violations in the federal government's implementation of Common Core. This implementation has been illegal on multiple fronts. My testimony today focuses on three such violations: (1) the interstate "consortia" (Smarter Balanced and PARCC) that are implementing Common Core-aligned assessments are unconstitutional interstate compacts that the U.S. Congress did not authorize, in violation of the Compact Clause of Article I, § 10, cl. 3 of the U.S. Constitution; (2) the federal Department of Education's course of conduct in corralling the States into Common Core violated 50 years of Congressional policy, including numerous federal statutes that forbid the Department to institute a national curriculum; and (3) the federal Department of Education's policy of requiring States to commit to Common Core in order to receive "ESEA Flexibility" waivers of

the requirements of the No Child Left Behind Act exceeds the Department's statutory waiver authority and violates the U.S. Constitution and basic principles of federalism.

In short, the implementation of Common Core by the federal Department of Education, often with the cooperation of state officials, has repeatedly violated the U.S. Constitution and federal statutes. It represents an unprecedented intrusion and overreach by federal officials into state and local educational policy, which is a longstanding and traditional area of near-exclusive state concern. North Dakota should reject membership in the Smarter Balanced Assessment Consortium and preserve its constitutional authority to regulate educational policy within its own borders without unwarranted federal intrusion.

INTRODUCTION AND FACTUAL BACKGROUND

Under the Compact Clause of the U.S. Constitution, "no State shall, without the Consent of Congress . . . enter into any Agreement or Compact with another State. . . ." U.S. CONST., art. I, § 10, cl. 3. The Smarter Balanced Assessment Consortium ("SBAC") is an interstate compact to which Congress has never consented. SBAC's avowed purpose was to "***radically reshape the education systems of participating states***." This compact was created at the instigation of federal regulators in attempt to implement a national curriculum in public schools aligned to the Common Core State Standards. This attempt was unconstitutional under the Compact Clause and illegal under federal and state statutes.

SBAC's origins date to 2009, when the National Governors Association ("NGA") and the Council of Chief State School Officers announced an initiative to develop a national, uniform set of educational-assessment standards for English language arts and mathematics called the Common Core State Standards. The standards were not finalized until June 2010. Prior to that date, however, various state officials unilaterally—without authorization from their respective

state legislatures—executed Memoranda of Agreement with the NGA, purporting to commit their States to Common Core.

Later that year, the U.S. Department of Education issued an invitation to the States to apply for Race to the Top ("RTTT") grant funding, pursuant to the American Recovery and Reinvestment Act of 2009. *See* 74 Fed. Reg. 59836 (Nov. 18, 2009). The grant invitation conditioned the substantial RTTT grant funding on, in part, "[t]he extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards." *Id.* at 59843. To demonstrate the requisite "commitment," a state could (a) "participat[e] in a consortium of States that . . . [i]s working toward jointly developing and adopting a common set of K-12 standards . . . that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation," and (b) "demonstrat[e] its commitment to and progress toward adopting a common set of K-12 standards . . . by August 2, 2012 . . . and to implementing the standards thereafter in a well-planned way." *Id.* Only months later, the U.S. Department of Education provided further incentive for the creation of interstate educational consortia, announcing that under the RTTT grant program it would "provide[] funding to consortia of States to develop assessments" aligned with common K-12 standards. *See* 75 Fed. Reg. 18171 (April 9, 2010). To be eligible for funding, a consortium of states "must include at least 15 states," *id.*, and require the adoption of uniform academic-performance assessment standards by the 2014-2015 school year, *id.* at 18171-72.

Two interstate consortia, SBAC and a similar entity called "PARCC," were created in response to this invitation for RTTT funding. In and around May 2010, officials from Missouri and other States signed Memoranda of Understanding with SBAC, purporting to make numerous commitments, including adopting the Common Core assessment standards—as developed by

SBAC—and submitting their States to SBAC's governance structure and collective decision making. Critically, Congress has never authorized the creation or operations of SBAC, either expressly or impliedly.

SBAC soon went about seeking the federal funds that had occasioned its creation. On or about June 15, 2010, the State of Washington—purportedly acting on behalf of SBAC and its member states—submitted a RTTT grant application. The grant application explained that SBAC would develop a uniform "multi-state assessment system based on the Common Core State Standards" and further stated that "the role of [SBAC] is to influence and support the development and implementation of learning and assessment systems ***to radically reshape the education systems in participating States***." (Emphasis added.) On or about September 28, 2010, the U.S. Department of Education awarded SBAC a grant of approximately $159 million, plus a supplemental award of more than $15 million to "help participating States successfully transition to common standards and assessments." Consistent with the grant award, on or about January 7, 2011, SBAC executed a Cooperative Agreement with the U.S. Department of Education. This Cooperative Agreement provides for substantial federal involvement and influence in SBAC's operations.

In 2014, as the federal funding for SBAC neared depletion, SBAC transferred its operations to the University of California, and required each member State to execute a new "Memorandum of Understanding and Agreement" ("MOUA") governing its membership in the consortium. Both Missouri and North Dakota have executed these MOUAs, along with several other States. The new MOUA purports to govern each State's participation in SBAC as SBAC moves to the University of California-Los Angeles ("UCLA") in late 2014 as its federal funding runs out. *See* MOUA, Recitals A-F, at 1. The MOUA provides for a continuing governance

structure for the consortium, with a Governing Board and Executive Committee to make decisions that bind SBAC's members. See MOUA ¶¶ 1.9, 1.10, 1.11, 3.1, 3.2, 3.3, 3.4. The MOUA includes a commitment by member States to abide by the directions of the Governing Board of SBAC. MOUA ¶ 3.1. It provides that SBAC continues to "exist" and "operate," "subject to the direction of the Governing Board, to be funded by members paying annual fees to UC." MOUA, Recital F, at 1. Under the MOUA, the University of California serves as the "fiscal, administrative and operational" agent for SBAC. MOUA, Recital D, at 1.

Critically, the MOUA requires a commitment from member States to effectively cede a portion of each State's sovereignty to the governance of the interstate consortium. The MOUA provides that SBAC consists of multiple member States. MOUA ¶ 1.16 (defining "Members" as "collectively, every state, commonwealth or United States territory that enters into a memorandum of understanding and agreement with UC for participation in SB"). The MOUA provides for a Governing Board made up of one representative from each member State. MOUA ¶ 1.10 (providing that the "Governing Board" "means a board that consists of one representative from each Member"). The MOUA also provides for an Executive Committee made up of "the set of representatives elected by the Governing Board, together with at least one ex officio representative of UC." MOUA ¶ 1.9.

The MOUA vests governance of SBAC in the Governing Board, which consists of member States. "The Governing Board will provide direction and oversight with respect to Products and Services to be provided by SB to the Members," and "[t]he Governing Board will be responsible for approving the Planning Documents." MOUA ¶ 3.1. The Governing Board establishes Governing Board Procedures that bind the member States. MOUA ¶ 3.1 ("Member ... agree[s] to be bound by the Governing Board Procedures and by all other actions and

decisions of the Governing Board...."); *see also* MOUA ¶ 1.11 (providing that the "Governing Board Procedures" adopted by the Governing Board "will govern the operations of the Governing Board and the Executive Committee"). The Governing Board directs the actions of SBAC relating to consortium activities. MOUA ¶ 3.2 ("SB and UC will take actions based on the direction of the Governing Board....").

The Executive Committee has responsibility for management and oversight of SBAC's activities, but it is subject to the governance of the Governing Board. MOUA ¶¶ 1.10, 3.4. The Governing Board establishes the Executive Committee, MOUA ¶ 3.4, and the Executive Committee "will be authorized to act on behalf of the Governing Board." MOUA ¶ 3.4. The Executive Committee consists primarily of representatives from the member States elected by the Governing Board, along with at least one ex officio member from the University of California. MOUA ¶ 1.9. The Executive Committee is responsible for critical operational decisions such as the hiring and firing of key employees, approval of the annual budget, approval of membership fees, and the content of SBAC's Products and Services, all with the oversight of the Governing Board. MOUA ¶ 3.5. In short, the MOUA provides for an elaborate governance structure, by whose decisions each member State agrees to be bound.

LEGAL AND CONSTITUTIONAL ANALYSIS

I. The Smarter Balanced Assessment Consortium Is an Unlawful Interstate Compact, Not Authorized by the U.S. Congress, That Violates of the Compact Clause of the U.S. Constitution.

SBAC constitutes an unlawful interstate compact, not authorized by Congress, whose existence and operation violate the Compact Clause of Article I, § 10, cl. 3 of the U.S. Constitution. The Compact Clause provides that "[n]o State shall, without the Consent of the Congress ... enter into any Agreement or Compact with another State...." U.S. CONST. art. I, §

10, cl. 3. Because SBAC constitutes an interstate compact within the scope of the Compact Clause and has not received congressional authorization, any State's purported membership in the consortium is unlawful and void.

A. The History and Original Understanding of the Compact Clause Confirm That the Clause Requires Congress's Consent for Even Minor Interstate Agreements.

The history and original understanding of the Compact Clause demonstrate that SBAC constitutes an interstate compact requiring congressional consent, under the original meaning of the Clause. The history of the Articles of Confederation provides the context for the Framers' adoption of the Compact Clause. Under the Articles of Confederation, States could enter into certain agreements with one another without the consent of the Confederation Congress. The Articles prohibited a state from "enter[ing] into any conference, *agreement*, alliance or treaty" with a foreign nation without first obtaining congressional consent. ARTICLES OF CONFEDERATION VI (emphasis added). But the Articles required a state to obtain congressional consent to "enter into [a] treaty, confederation or alliance" with one or more other states. *Id.* Under the Articles, the Congress of the Confederation's "consent was not required for mere 'agreements' between States." *United States Steel Corp. v. Multistate Tax Comm'n*, 434 U.S. 452, 460 n.10 (1978). The Articles' limitations on interstate treaties, confederations, and alliances applied only to a "union of two or more States, having a tendency to break up or weaken the league between the whole." *Wharton v. Wise*, 153 U.S. 155, 167 (1894).

But the Framers' experience under the Articles of Confederation convinced them that even mere "agreements" between States posed substantial risks to the young Nation, and thus the Framers imposed substantial limitations on such agreements in the new Constitution. "[I]t soon became clear that the Articles of Confederation were insufficient to prevent the states from creating factions and degenerating into separate nations." Derek T. Muller, *The Compact Clause*

and the National Popular Vote Interstate Compact, 6 ELECTION L.J. 372, 378 (2007). In light of the national instability under the Articles, the Framers enshrined in the Constitution two significant limitations on interstate agreements. First, the Constitution prohibited outright the interstate treaties, confederations, and alliances previously permitted (with congressional consent) by the Articles. *See* U.S. CONST. Art. I, § 10, cl. 1 ("No State shall enter into any Treaty, Alliance, or Confederation . . . ."); *see also Barron v. Baltimore*, 32 U.S. 243, 249 (1833).

Second, and more significantly, the Constitution required congressional consent for the "agreements" that the Articles of Confederation had left unrestricted. *See* U.S. CONST. Art. I, § 10, cl. 3. "[T]he Founders determined that all agreements between states should be treated with caution. Interstate treaties would be flatly forbidden; interstate compacts could only exist with the authorization of Congress. The lingering concerns of the [Articles of Confederation] had carried over into the Constitution, and agreements that may create competing alliances within the Union would be subject to federal examination." Muller, 6 ELECTION L.J. at 379. Thus, unlike the Articles, the Constitution required congressional consent even for interstate agreements that do not "hav[e] a tendency to break up or weaken" the national union. *Wharton*, 153 U.S. at 167.

Consistent with this historical background, all prominent early constitutional commentators understood the Constitution to require at least congressional consent for virtually all interstate agreements. Although these commentators differed somewhat on the line between "treaties" (which were prohibited outright) and "agreements" or "compacts" (which were permitted if approved by Congress), all agreed that even relatively minor interstate agreements

required congressional consent. For example, in 1803, the prominent constitutional scholar St. George Tucker explained:

> [Treaties, alliances, and confederations] relate ordinarily to subjects of great national magnitude and importance, and are often perpetual, or made for a considerable period of time; the power of making these is altogether prohibited to the individual states; *but agreements, or compacts, concerning transitory or local affairs, or such as cannot possibly affect any other interest but that of the parties, may still be entered into by the respective states, with the consent of congress.*

Multistate Tax Comm'n, 434 U.S. at 463 n.13 (quoting 1 W. BLACKSTONE, COMMENTARIES, APPENDIX 310 (S. Tucker ed. 1803)) (emphasis added). Thus, under the original meaning of the Compact Clause, "the consent of congress" was required even for agreements "concerning transitory or local affairs, or such as cannot possibly affect any other interest but that of the parties." *Id.* As explained below, the interstate agreements underlying SBAC relate to matters of national importance, have significant potential effects on non-member states, and exist for indefinite or multi-year terms. Thus, under Tucker's analysis, SBAC might even constitute an interstate "treaty" altogether proscribed by the Treaty Clause of Article I, § 10, cl. 1. At a minimum, SBAC requires congressional consent under the less restrictive Compact Clause.

Similarly, Justice Joseph Story also understood the Compact Clause to require congressional consent even for relatively minor interstate agreements. "Compacts" and "agreements" under the Clause included relatively minor agreements addressing "mere private rights of sovereignty; such as questions of boundary; interests in land situated in the territory of each other; and other internal regulations for the mutual comfort and convenience of the States bordering on each other." 2 JOSEPH STORY, COMMENTARIES ON THE CONSTITUTION OF THE UNITED STATES § 1403, p. 264 (T. Cooley ed. 1873) (quoted in *Multistate Tax Comm'n*, 434 U.S. at 464). Story differentiated between "treaties" and "compacts" based on

whether the interstate agreement had a political or non-political character. *See* Muller, 6 ELECTION L.J. at 381-82. Under Story's analysis, one could construe SBAC as an interstate "treaty" that the Treaty Clause prohibits outright. *See id.* at 381 (quoting 3 JOSEPH STORY, COMMENTARIES ON THE CONSTITUTION § 1396 (5th ed. 1994)) (explaining that interstate treaties include agreements "in which the parties are leagued for mutual government, political co-operation, and the exercise of political sovereignty"). Through SBAC, member states have jointly exercised their sovereign authority over education in a way that binds other members in carrying out their core governmental functions of providing K-12 education. But at very least, SBAC constitutes a "non-political" compact of the sort that Justice Story believed required congressional consent.

To be sure, as discussed below, the U.S. Supreme Court's cases have retreated somewhat from strictly enforcing the original meaning of the Compact Clause, under which virtually all agreements between States would require congressional approval. But the original meaning of the Clause remains a critical factor for consideration of novel questions under the Compact Clause, such as the validity of SBAC. When confronted with any novel question of constitutional interpretation, the Supreme Court "look[s] first to evidence of the original understanding of the Constitution." *Alden v. Maine*, 527 U.S. 706, 741 (1999); *see also, e.g., Sch. Dist. Of Abington Township v. Schempp*, 374 U.S. 203, 294 (1963) (Brennan, J., concurring) ("The line we must draw between the permissible and the impermissible is one which accords with history and faithfully reflects the understanding of the Founding Fathers."). Indeed, the original understanding of the Constitution is decisive in resolving such unresolved constitutional questions. *See, e.g., District of Columbia v. Heller*, 554 U.S. 570, 625-26, 628 (2008) (applying

the original understanding of the Second Amendment where the Supreme Court's precedents did not dictate a contrary result).

B. SBAC Violates the Compact Clause Because It Threatens to Undermine the Authority of the U.S. Congress by Flouting 50 Years of Congressional Statutes Forbidding the Establishment of a National Curriculum.

As noted above, the Supreme Court has held that not every agreement between States requires Congressional approval under the Compact Clause. *Northeast Bancorp v. Bd. of Governors of Fed. Reserve Sys.*, 472 U.S. 159, 175 (1985) (citing *Virginia v. Tennessee*, 148 U.S. 503 (1893)). But the Supreme Court has held that interstate agreements fall within the Compact Clause—and require congressional authorization—when they implicate interests central to our system of federalism. In particular, three kinds of interstate compacts require Congressional approval: (1) interstate compacts that threaten to undermine the authority of the federal government, (2) interstate compacts that threaten the sovereignty of the member States, and (3) interstate compacts that threaten the sovereignty of non-member States. In making this assessment, "the pertinent inquiry is one of ***potential***, rather than actual, impact." *United States Steel Corp. v. Multistate Tax Comm'n*, 434 U.S. 452, 472 (1978) (emphasis added).

First, the Supreme Court has made clear that interstate compacts that have the potential to undermine the authority of the federal government require congressional approval. As the Court has stated, the Clause aims to prevent the "enhancement of state power at the expense of the federal supremacy." *Multistate Tax Comm'n*, 434 U.S. at 470. When a "Compact enhances state power *quoad* the National Government," *id.* at 473, Congress must consent to the agreement.

Thus, the Compact Clause encompasses interstate compacts that "are directed to the formation of ***any combination*** tending to increase the political power in the States, which may encroach upon or interfere with the just supremacy of the United States." *Id.* at 471 (emphasis

added) (quoting *New Hampshire v. Maine*, 426 U.S. 363 (1976)). Moreover, as noted above, all Justices of the Supreme Court agree that "the pertinent inquiry is one of ***potential***, rather than actual, impact." *Id.* at 472 (emphasis added); *id.* at 479-80 (White, J., dissenting) ("[T]he Compact Clause reaches interstate agreements presenting even potential encroachments on federal supremacy."). Under *Multistate Tax Commission* and other cases, the test is whether the interstate compact has at least the *potential* to "encroach upon or interfere with the just supremacy of the United States," or to "authorize the member States to exercise any powers they could not exercise in its absence." *Multistate Tax Comm'n*, 434 U.S. at 472.

SBAC clearly possesses the "potential" to undermine the authority of the federal government, because it effectively circumvents 50 years of Congressional policy forbidding the implementation of a national curriculum by the federal Department of Education. In numerous federal statutes, Congress has prohibited the federal Department of Education from implementing a national curriculum, and it has forbidden the Department to exercise control over state and local educational policy, curriculum decisions, and performance-assessment programs in elementary and secondary education. *See infra* Part II. As discussed at length in Part II below, SBAC resulted from a course of conduct by the federal Department of Education that was designed to circumvent these clear Congressional policies. SBAC has infringed on Congress's constitutionally allocated authority and therefore falls squarely within the scope of the Compact Clause. In short, SBAC's plan to "radically reshape the educational systems" of various states entails that SBAC is just the sort of interstate compact that Congress must approve under the Compact Clause.

This threat to federal authority, moreover, remains identical after SBAC's transition to UCLA. SBAC's efforts to deploy the assessments designed to create a national curriculum

aligned to Common Core, in contravention of 50 years of congressional policy, continue unabated. *See* Smarter Balanced Assessment Consortium, Frequently Asked Questions (noting that "all Smarter Balanced member states and territories must adopt academic standards in English and math ... that are substantially identical to the standards adopted across all states in the Consortium," and that SBAC will continue "ongoing development and continuous improvement" of Common Core-aligned assessments). If anything, the threat to federal authority grows greater as SBAC begins achieving its principal goals in the 2014 and 2015 school years.

C. SBAC Violates the Compact Clause Because It Threatens the Sovereignty of Member States by Requiring Each State to Cede Authority Over Educational Policy to the Consortium, and by Imposing Restrictions on Withdrawal.

In addition, SBAC threatens the sovereignty of member States by requiring its members to formally cede their authority over educational policy decisions in their States. From its origin, the stated purpose of SBAC was to "radically reshape the education systems in participating States." Paragraph 3.1 of the MOUA provides that member States "agree to be bound by the Governing Board Procedures and by all other decisions and actions of the Governing Board that are intended by the terms of this MOU to bind Member." MOUA, ¶ 3.1. By requiring the member States to "agree to be bound by the Governing Board Procedures and by all other decisions and actions of the Governing Board," MOUA ¶ 3.1, SBAC contrasts sharply with the Multistate Tax Commission, whose "regulations [we]re advisory only," such that "[e]ach member State ha[d] the power to reject, disregard, amend, or modify any rules or regulations promulgated by the Commission." *Multistate Tax Comm'n*, 434 U.S. at 457. SBAC's member States reserve no such power under the terms of the MOUA.

By signing the MOUA, each State also purported to commit for the next three years "to ensure that materials developed and provided to Member under this MOU are being properly delivered, administered, scored, reported, and otherwise used by users in Member's state." MOUA, ¶ 5.6(g). In short, the MOUA purports to cede the State's authority over key educational policy decisions—such as what statewide assessments should be used in each State's schools, and how they should be implemented—to the Governing Board and Executive Committee of SBAC, and member States agree to be bound by the decisions of those bodies on issues of quintessential state policy. This cession of authority contrasts starkly with the interstate commissions that the Supreme Court has upheld. *See Multistate Tax Comm'n*, 434 U.S. at 457.

Further, the MOUA purports to impose a series of restrictions on each State's ability to withdraw from SBAC. In assessing whether a given compact requires congressional consent, the Supreme Court considers whether states may withdraw freely and unilaterally from the interstate agreement. *See Multistate Tax Comm'n*, 434 U.S. at 473; *Northeast Bancorp*, 472 U.S. at 175. Both before and after the affiliation with UCLA, SBAC involves both contractual and practical obstacles to the States' ability to withdraw freely from the compact.

Prior to the move to UCLA, SBAC's governance documents purported to prevent member states from withdrawing unilaterally from the consortium. The 2010 Governance Structure Document requires members to "comply" with an "exit process," under which a State must "submit in writing its request to leave the Consortium and reasons for the exit request," which is then subject to review and approval by SBAC's Executive Committee. *See also* 75 Fed. Reg. 18171, 18174 (April 9, 2010) (requiring states seeking Race to the Top grants to execute a "binding agreement" that "bind[s] each member of the consortium to every statement and assurance made in its application"). Notably, SBAC's Governance Structure Document

specifically requires "approval" of SBAC's Executive Committee before a state can withdraw from the consortium. SBAC Governance Structure Document, at 14. Thus, under SBAC's governance structure, SBAC's Executive Committee retains authority and discretion to withhold an exit request, thereby preventing a state from withdrawing from the compact. To be sure, certain States have withdrawn from the consortium without apparent objection from the Executive Committee. *See* Adrienne Lu, *States Reconsider Common Core Tests*, Washington Post (Feb. 20, 2014), *available at*: http://www.washingtonpost.com/national/states-reconsider-common-core-tests/2014/02/20/9e16efd4-8779-11e3-a5bd-844629433ba3_story.html. But the fact that the Memorandum requires a request to withdraw to be "approved" implies that states are not free to withdraw unilaterally from the interstate compact.

The same is true after the affiliation with UCLA. The MOUA expressly provides that, in order to terminate for convenience, the member States must provide *nine months'* advance notice to SBAC and pay an additional year's worth of multimillion-dollar membership fees. Paragraph 2.2(c), entitled "Termination for Convenience," provides that "either party may terminate this MOU effective as of June 30 of any year ... by providing the other party with written notice of its intent to terminate on or before the preceding October 1. By way of illustration, if a Member wished to terminate for convenience effective as of June 30, 2016, Member would need to notify UC no later than October 1, 2015." MOUA ¶ 2.2(c). The MOUA also acknowledges various forms of termination for cause, *see id.*, but these provisions do not change the fact that a State, by signing the MOUA, purports to agree not to withdraw from the consortium without nine months' advance notice. MOUA ¶ 2.2(c). In fact, the MOUA provides that these other methods of termination are not intended to substitute for the cumbersome, nine-month procedure for termination for convenience. *See* MOUA ¶ 2.2(d) (noting that "this Section 2.2(d) is not

intended to provide Member with an expedited alternative to termination under Section 2.2(c) above").

In addition to the contractual restrictions, there are also significant practical obstacles to withdrawal from SBAC. The federal Department of Education has made membership in SBAC or PARCC, and adoption of the Common Core standards, into critical "safe harbors" for States seeking to retain their No Child Left Behind waivers. Such practical restrictions on withdrawal are relevant under the Supreme Court's authoritative instruction that, in assessing Compact Clause claims, the Clause covers "informal" as well as "formal" arrangements, and "the pertinent inquiry is one of potential, rather than actual, impact." *Multistate Tax Comm'n*, 434 U.S. at 472.

The federal Department of Education has put intense pressure on States to participate in interstate consortia like SBAC through its use of the NCLB waivers. In exchange for each State's adoption of "college- and career-ready" standards—that is, the standards described in the RTTT grant-application invitations—the Department offers to waive many of the onerous requirements of the ESEA, as reauthorized and amended by NCLB. *See generally* U.S. Dept. of Education, ESEA Flexibility Policy Document. Critically, membership in the interstate consortia (SBAC or PARCC) and adoption of Common Core constitute explicit "safe harbors" for States seeking, or seeking to retain, NCLB waivers. *See id.*; *see also* ESEA Flexibility Request, at 10-11 (Feb. 10, 2012), *available at* www.ed.gov/sites/default/files/esea-flexibility-request.doc. This waiver plan lacks statutory authority in ESEA or elsewhere in federal law; the Department of Education acknowledged that the program operates "in a manner that was not originally contemplated by the No Child Left Behind Act of 2001." *Id.* at 2. Indeed, the waiver program operates in violation of two prohibitions implemented by NCLB: first, the prohibition against requiring states "to have academic content or student academic achievement standards approved

or certified by the Federal Government, in order to receive assistance under [the] Act," 20 U.S.C. § 7907(c)(1); and second, the prohibition against using NCLB funds "to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school," 20 U.S.C. § 7907(b). In practical effect, the NCLB waiver program operates as a formidable threat to corral the States into aligning their curricula with Common Core.

By coercing the adoption of uniform assessment standards—that is, the Common Core standards—the U.S. Department of Education necessarily forces the adoption of national curricular uniformity aligned to those standards. Under the incentives of the contemporary public-education system, curricular content necessarily and inevitably follows from the content of assessment standards. *See* Robert S. Eitel & Kent D. Evers, *The Road to a National Curriculum: The Legal Aspects of the Common Core Standards, Race to the Top, and Conditional Waivers*, 13 ENGAGE 13, 17-18 (2012) (explaining that "[a] change to common K-12 standards will inevitably result in changes in curriculum, programs of instruction, and instructional materials to align with the standards"). Under NCLB, local public schools that fall below certain performance levels on educational assessments face grave consequences, including mandatory staff replacement, curricular changes, and even dramatic restructuring of school governance. *See, e.g.*, 20 U.S.C. § 6316(5), (7), and (8). Likewise, educational-assessment standards often determine state-level accreditation of public schools. These high-stakes consequences of educational-assessment performance standards mean that schools necessarily will revise their curricula to align with those standards. *See, e.g.*, Nancy Kober & Diane Stark Rentner, Center for Education Policy, *Common Core State Standards: Progress and Challenges in School Districts' Implementation* (2011), *available at* http://www.cep-dc.org/cfcontent_file.cfm?Attachment=KoberRentner%5FCommonCoreDistrict%5FReport%5F

091411%2Epdf, 4-8 (detailing widespread belief amongst school administrators that adopting Common Core will require significant curricular changes and adoption of Common Core-aligned curricular materials); Paul Warren & Patrick Murphy, *California's Transition to the Common Core State Standards* (2014), *available at* http://www.ppic.org/content/-pubs/report/R_414PMR.pdf, at 6-10 (describing four states' curricular and instructional-material changes in light of adopting the Common Core performance-assessment standards); Eitel & Evers, *supra* at 21 (explaining that the U.S. Department of Education's involvement with Common Core "has placed the nation on the road to a national curriculum").

In sum, the Smarter Balanced Assessment Consortium requires each member State to cede a portion of its sovereignty over educational policy within its own borders, and it imposes significant legal and practical restrictions on a State's ability to withdraw from the compact, including the federal Department's threat to revoke a State's NCLB waiver. Such an intrusive interstate compact requires Congress's consent under the Compact Clause.

D. SBAC Threatens the Sovereignty of Non-Member States By Seeking to Create an Interstate Educational "Cartel" Aligned with Common Core.

Under the Supreme Court's cases, the Compact Clause requires congressional approval of interstate compacts that threaten the sovereignty and authority of non-member states. The Compact Clause aims to ensure that those states that are parties to an interstate agreement do not impermissibly influence or harm non-compacting states. Because interstate agreements "may affect the interests of States other than those parties to the agreement ... Congress must exercise national supervision through its power to grant or withhold consent." Felix Frankfurter & James M. Landis, *The Compact Clause of the Constitution—A Study in Interstate Adjustments*, 34 YALE L.J. 685, 695 (1925). "Every Compact Clause case, from *Virginia v. Tennessee* to the modern cases, considers not simply the federal sovereignty interest, but also the interests of non-

compacting sister states," particularly the possibility "of harm to non-compacting sister states." Derek T. Muller, *The Compact Clause and the National Popular Vote Interstate Compact*, 6 ELECTION L.J. 372, 385 (2007) (footnotes omitted).

For instance, in *Multistate Tax Commission*, the Supreme Court considered whether the interstate agreement "impair[ed] the sovereign rights of nonmember states," and concluded that it did not. 434 U.S. at 477. Similarly, in *Northeast Bancorp*, the Court held that the agreement did not constitute an interstate compact in part because the Court did "not see how the statutes in question ... enhance[d] the political power of [participating] States at the expense of other States." 472 U.S. at 176. And in a closely related context, the Supreme Court has recognized that one of the central considerations in approving an interstate compact is whether the agreement is "likely to disadvantage other States to an important extent." *Cuyler v. Adams*, 449 U.S. 433, 440 n.8 (1981) (quoting *Multistate Tax Comm'n*, 434 U.S. at 485 (White, J., dissenting)). These recent pronouncements accord with the Court's early acknowledgment that the Compact Clause "guard[s] against the derangement of [the States'] federal relations with the other states of the Union, and the federal government." *Rhode Island v. Massachusetts*, 37 U.S. 657, 726 (1838). These considerations reflect the original context in which the Clause was enacted, including a prevailing distrust of interstate agreements in light of experience under the Articles of Confederation and pre-revolutionary history of royal authorization of inter-colony agreements. *See* Muller, *supra* at 376-80; Frankfurter & Landis, *supra* at 692-95.

SBAC's existence and operations pose a significant potential threat to the autonomy of non-member states to make core educational-policy choices. The original memberships of SBAC and PARCC (the other interstate consortium implementing the Common Core standards) included nearly every state in the nation. Thus, the consortia were designed to grant a near

monopoly over K-12 educational standards in English language arts and mathematics to Common Core. Indeed, the federal Department indicated that the very purpose of the consortia was to "replace the existing patchwork of state standards with uniform national standards." The educational uniformity established by SBAC and PARCC threatens to make it exceptionally difficult for non-member states to resist adopting Common Core, or for member states to opt out of Common Core. The widespread adoption of Common Core will inevitably lead to revision of most textbooks and other instructional materials to align with the Common Core standards. *See* Robert S. Eitel & Kent D. Evers, *The Road to a National Curriculum: The Legal Aspects of the Common Core Standards, Race to the Top, and Conditional Waivers*, 13 ENGAGE 13, 17-18 (2012) (article by former U.S. Department of Education officials, explaining that "[a] change to common K-12 standards will inevitably result in changes in curriculum, programs of instruction, and instructional materials to align with the standards"). Moreover, other standardized tests—such as the SAT, ACT, and Advanced Placement exams—have already begun adjusting their assessment standards to reflect the subject matter covered by Common Core. *See, e.g.*, Lindsey Tepe, *The Common Core is Driving the Changes to the SAT*, The Atlantic (Mar. 10, 2014), *available at* http://www.theatlantic.com/education/archive/2014/03/the-common-core-is-driving-the-changes-to-the-sat/284320. And many colleges may place particular emphasis on Common Core assessment results when making admissions decisions. *See* Lindsey Teppe, New America Foundation, *Common Core Goes to College* 10-12 (2014), *available at* http://www.newamerica.net/sites/newamerica.net/files/policydocs/CCGTC_7_18_2pm.pdf.

These possibilities and many other possible adverse consequences have the potential to coerce non-member states to adopt the Common Core standards despite legitimate misgivings about the standards. In short, the purpose of SBAC and PARCC is to create a *de facto* education

"cartel" around Common Core—a cartel so dominant within the educational establishment that opting out will become, as a practical matter, impossible. For these reasons, SBAC is precisely the sort of interstate combination that requires congressional authorization.

E. The Absence of Congressional Authorization for SBAC Departs from Historical Practice, Because Similar Compacts Have Been Submitted for Congress's Authorization.

SBAC's lack of congressional authorization represents a departure from historical practice. For example, the Education Commission of the States ("ECS") was created in 1965 for purposes similar to those of SBAC. *See generally* Compact for Education, *available* at: http://www.ecs.org/html/aboutECS/documents/Compact-for-Education-Dec1965.pdf. It took the form of an interstate compact that was approved by Congress. *Id.* ECS created and, for many years, administered the National Assessment of Educational Progress ("NAEP") tests, which were designed to assess the knowledge of American students in core subjects, much like the SBAC assessments. *Id.* Unlike SBAC, Congress consented to ECS.

Congress has also consented to numerous other interstate agreements with significantly less far-reaching effects than those of SBAC. *See, e.g.*, 83 Stat. 14 (1969) (consenting to the New Hampshire-Vermont Interstate School Compact); 72 Stat. 635 (1958) (consenting to the Drivers License Compact and other traffic-safety compacts); 67 Stat. 490 (1953) (consenting to Western Interstate Educational Compact); 64 Stat. 568 (1950) (consenting to Bi-State Development Agency Compact).

II. The Federal Department of Education's Implementation of Common Core Violates Fifty Years of Congressional Policy and Numerous Federal Statutes Prohibiting the Federal Department to Institute a National Curriculum.

SBAC's existence and the federal Department's course of conduct in creating the consortia also violate the clear and repeated Congressional directive that the federal Department

of Education should not implement a national curriculum and should not exercise control over educational policy, curriculum decisions, and educational-assessment programs in elementary and secondary education. For nearly fifty years, Congress has reiterated its explicit intention that authority over these core aspects of education rests with the States and local educational agencies, not the Federal Government. Nevertheless, the federal Department of Education, with the cooperation of state officials and through SBAC's activities, has unlawfully sought to prescribe even minute details of the curricula of America's public schools.

In 1965, Congress enacted the General Education Provisions Act of 1965 ("GEPA"), 20 U.S.C. §§ 1221 *et seq.*, which provides that:

> No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States ***to exercise any direction, supervision, or control over the curriculum***, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system.

20 U.S.C. § 1232a (emphasis added). Echoing this principle, the Department of Education Organization Act of 1979 ("DEOA"), 20 U.S.C. §§ 3401 *et seq.*, which established the U.S. Department of Education, provides that:

> No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer ***to exercise any direction, supervision, or control over the curriculum***, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law.

20 U.S.C. § 3403(b) (emphasis added). The DEOA reflects the clear "intention of the Congress ... to protect the rights of State and local governments and public and private educational institutions in the areas of educational policies and administration of programs and to strengthen

and improve the control of such governments and institutions over their own educational programs and policies." 20 U.S.C. § 3403(a).

In the landmark Elementary and Secondary Education Act of 1965 ("ESEA"), as amended by the No Child Left Behind Act of 2001 ("NCLB"), 20 U.S.C. §§ 6301 *et* seq., Congress reiterated forcefully its insistence that the Federal Government must remain uninvolved in core educational decisionmaking: "The legislative history [of the ESEA], the language of the Act, and the regulations clearly reveal the intent of Congress to place plenary responsibility in local and state agencies for the formulation of suitable programs under the Act. There was a pronounced aversion in Congress to 'federalization' of local educational decisions." *Wheeler v. Barrerra*, 417 U.S. 402, 415-16 (1975), *judgment modified on other grounds*, 422 U.S. 1004 (1975). In enacting the ESEA, Congress contemplated that decisions regarding "the specific types of programs or projects that will be required in school districts" would be "left to the discretion and judgment of the local public educational agencies." H.R. Rep. No. 143, 89th Congress, 1st Session, 5 (1965).

The ESEA provides that "[n]othing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local education agency, or school's curriculum, program of instruction, or allocation of State or local resources." 20 U.S.C. § 7907(a). The ESEA prohibits the Department of Education from using funds under the statute "to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school." 20 U.S.C. § 7907(b). Critically, it further provides that "no State shall be required to have academic content or student academic achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act." 20 U.S.C. § 7907(c)(1).

Despite these clear congressional pronouncements, the federal Department of Education induced the creation of SBAC as part of a scheme to implement national curricular uniformity. In order to obtain the substantial funding available under the Race to the Top ("RTTT") grant program, states were required to demonstrate a "commitment to adopting a common set of high-quality standards." 74 Fed. Reg. 59836, 59843 (Nov. 18, 2009); 75 Fed. Reg. 19496, 19503 (April 14, 2010). States could demonstrate the requisite "commitment" by "participat[ing] in a consortium of States that . . . [i]s working toward jointly developing and adopting a common set of K-12 standards." 74 Fed. Reg. at 59843. States participating in such a consortium also must commit to adopting those common assessment standards. *Id.* The federal Department of Education imposed these conditions on RTTT funding precisely in order to induce the creation of interstate consortia like SBAC that would implement uniform national educational-assessment standards.

The federal Department of Education has further coerced states to participate in interstate consortia like SBAC through its use of NCLB waivers. In exchange for each State's adoption of "college- and career-ready" standards—that is, the standards described in the RTTT grant-application invitations—the Department offers to waive many of the onerous requirements of the ESEA, as reauthorized and amended by NCLB. *See generally* U.S. Dept. Of Education, ESEA Flexibility Policy Document. As discussed above, membership in the interstate consortia (SBAC or PARCC) and adoption of Common Core constitute explicit "safe harbors" for States seeking, or seeking to retain, NCLB waivers. *See id.*; *see also* ESEA Flexibility Request, at 10-11 (Feb. 10, 2012), *available at* www.ed.gov/sites/default/files/esea-flexibility-request.doc. This waiver plan lacks statutory authority in ESEA or elsewhere in federal law; the Department of Education acknowledged that the program operates "in a manner that was not originally contemplated by

the No Child Left Behind Act of 2001." *Id.* at 2. Indeed, the waiver program operates in violation of two prohibitions implemented by NCLB: first, the prohibition against requiring states "to have academic content or student academic achievement standards approved or certified by the Federal Government, in order to receive assistance under [the] Act," 20 U.S.C. § 7907(c)(1); and second, the prohibition against using NCLB funds "to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school," 20 U.S.C. § 7907(b). In practical effect, the NCLB waiver program operates as a formidable threat to corral the states into aligning their curriculum with Common Core.

Thus, as described above, the adoption of the Common Core performance-assessment standards necessarily entails the adoption of a particular curriculum aligned to those standards. This cause-and-effect relationship between assessment and curriculum already has occurred in Missouri and many other States.

SBAC was created as a result of federal action that violated the clear mandates of the GEPA, DEOA, ESEA, and NCLB. It amounts to precisely the sort of "'federalization' of local educational decisions" toward which Congress has expressed its "pronounced aversion." *Wheeler*, 417 U.S. at 416. The federal Department's implementation of Common Core violated the clear proscriptions of these federal statutes.

III. The Federal Department of Education Lacks Statutory and Constitutional Authority to Condition the NCLB Waivers on the States' Commitment to Common Core.

Finally, for reasons already discussed above, the federal Department of Education's policy of making the States' commitment to Common Core into a critical "safe harbor" for States seeking NCLB waivers exceeds the Department's statutory authority and violates fundamental principles of federalism. As noted above, the Department has set forth a lengthy and detailed set

of criteria as preconditions for States seeking NCLB waivers. Key among these conditions are two "safe harbors" that, if not necessary conditions, constitute at very least critical "safe harbors" for States that apply for NCLB waivers. The recent revocation of Oklahoma's NCLB waiver after Oklahoma's exit from PARCC and Common Core in 2014 vividly illustrates the powerful threat to State autonomy posed by this federal regulatory policy.

This policy transgresses both federal statutes and principles of federalism. First, it violates the plain terms of the federal statutes cited above. Most notably, the ESEA prohibits the Department of Education from using funds under the statute "to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school." 20 U.S.C. § 7907(b). Critically, it further provides that "no State shall be required to have academic content or student academic achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act." 20 U.S.C. § 7907(c)(1). Second, it lacks any clear statutory authorization in the provisions of the ESEA that authorize the waiver of the Act's provisions. Under longstanding principles of interpretation established by the U.S. Supreme Court, moreover, these waiver provisions must provide a clear statement of Congress's intent to authorize such a waiver program. In addition, this program abrogates longstanding principles of federalism, under which educational policy is a matter of traditional state concern. For all these reasons, the federal Department's implementation of Common Core through the NCLB waiver program is illegal under federal constitutional and statutory law.

House Education Committee Testimonial

#5
HB 1461
2/2/15

Jerry A. Ketterling

Bismarck, ND

February 2, 2015

Chairman Nathe, Members of the Committee, I thank you for hearing my testimony, my name is Jerry Ketterling. I stand before you to ask the House Education Committee to support our efforts to return control over education back to the state and local administrators. I ask for your support of House Bill 1461.

The repeal of Common Core, despite how it has been characterized by members of the press, is not a partisan issue lead by conspiracy theorists. I truly believe that this is the most bipartisan issue you will deal with this legislative session. Many people have worked hard to bring us to this point of debate. We are a grass roots, self funded group of concerned citizens, parents, grandparents and professionals whom have - in one way or another, been touched by Common Core. We are not alone in our cause. Democrats and Republicans in many states have joined together to right a wrong perpetrated onto the children, families and teachers of their state. We wish to permanently change the dialogue of our state through the removal of Common Core standards and the return of control over state standards, state testing and curriculum to our local educational leaders and without Federal impingement. Finally we wish to enact laws which protect the citizenry of this state from information gathering, aggregation and mining without our consent.

Committee members , this is not a partisan political issue; it is not about right or wrong nor placing blame for what has happened. This debate is about what is right for North Dakota. I know that each and every one of us here - on both sides of the issue believe we striving for what is best for the students, families and teachers. I mention this in that order because - Kids ought to be First in this debate; it is quality of their education which we are affecting. Kids First is the fitting motto for each side of this debate.

Common Core and it's akin high stakes testing have been a focus of public debate since it silently crept into our state dialogue on June 2, 2010. While there is generally no question of the need for standards, the debate frames itself around three arguments.

1. who is in control over the standards - are they adequate and representative
2. how much testing is enough
3. privacy over student and family data

Even the strongest proponent of these standards can come to middle ground to realize that high stakes testing takes far too much emphasis of time with little return of value to the current school year, and of course only an information security / privacy specialist such as myself will loose sleep over the risk of a data breach (intentional or accidental).

I know it is not conclusive nor scientific - but as a barometer of North Dakota public opinion, the Valley News Live ran a poll asking respondents: "Do you feel ND should

replace Common Core Education Standards". As of this morning the results showed 86% of the respondents say "YES" and 12.8% say "NO". These local numbers seem to resound with many on the national stage.

Consider these national facts surround Common Core:

- 4 states never adopted Common Core:
  (Texas, Nebraska, Virginia & Minnesota - ELA)
- 9 states have pulled out of their Common Core Assessment Consortium:
  (Utah, Oklahoma, Georgia, Alabama, Indiana, Kansas, Pennsylvania, Alaska & Florida)
- 4 States are actively pursuing a withdrawal from their Assessment Consortium: (Michigan, Kentucky, North Carolina & Iowa)
- New York, Indiana and Wisconsin are close to removal of Common Core
- Teacher Unions have begun to shift their mantra from support of Common Core to outright cries of despise for it (New York, New Jersey, Chicago)
- Washington State Democratic party adopted a resolution condemning Common Core Standards

I want to make these next two points clear. We are not against standards, and on this accord both sides agree; <u>standards are necessary</u>. We advocate that education standards such as our prior state standards should rest in the authority of local control and local development. We are not against technology nor technology in the classroom. We believe that technology dollars should be spent to improve the classroom

outcome rather than the data analytics which seem to fuel federal programs rather than local needs. We believe that the state wide longitudinal database system and it's sharing of data with 3rd parties presents a significant risk to student and family privacy without our consent. Since this system purports to cover K through 20 how does the state handle records of a 20 year old with an 14 year back history created as a minor? There are difficult legal and technical issues to dealt with over the lifespan of this data - for example can a parent find themselves liable to his offspring for an information leak that occurs in their adulthood if the source is traced to data that was shared (legally or otherwise) from this system ? We have been assured that this data is secured, but to what level? Federal Information Processing Standards such as (FIPS 140-2) do not apply to state education data systems leaving us to wonder what information security framework is in force ? In December 2011, the U.S. Department of Education changed the regulations governing the release of student data to the private sector, without congressional authorization. The new regulations removed limitations prohibiting educational institutions and agencies from disclosing student personally identifiable information, without first obtaining student or parental consent. The revised Family Education Rights and Privacy Act (FERPA) allow for many forms of data accesses which have been traditionally off limits prior to this rewrite - essentially opening the pathway for information aggregation, dissemination and analysis - so long as it is related to the evaluation of educational performance or outcomes. What security and audit controls does the State of North Dakota encumber onto their third party educational data analysts and are we able to audit against these ? They say it can't be hacked, I am relatively sure that NDUS @ UND and NDSU thought the same.

In 1993 I founded an Information Security Consultancy in Seattle WA where it remains today. I make my living by assessing information security risks and by designing information security Architectures and software. Through my company, I have served fortune 100, fortune 500 companies and governments world wide. I have yet to see a system without flaws. So I stand before you as a professional - concerned over what future risk the data collected from high stakes testing will bring. Do we really know what data is collected and what data can be inferred from these tests ? Are we enabling data aggregation which can lead to future analysis - perhaps analysis without consent ? Does the mere act of going to school now become consent - as it does in the case of the Internet and search engines. (For those of you whom use Google or Bing - the only data you provide is (your IP Address, time of day and your search criteria). This has become the basis of a multi-billion dollar enterprise. How so you may ask - the answer is data inference - Google and Bing know a whole lot about you and your family from their inference engines. Are we opening our children to data inference and if so by whom and for what purpose ? Who is to gain from this ? If this is to ultimately improve education then what is the latency between test and response ? Clearly for this to affect my child in the same school year the data gathered will need to be returned to teachers in near real time - which we know is not the design case for the SLDS. Many questions - so little answers available because as a nation we have been directed to build this and so it is. I fear that this falls into the category of, "just because we can build it doesn't mean we should build it." I fear the latter statement was never an option when we accepted Common Core with the Federal funding to build the ND-SLDS to meet the federal data interoperability standards.

My experience with Common Core goes deeper than the underlying technology and privacy concerns. I am a parent of two school aged boys. From 1985 to 2012 we lived in Seattle where I raised my family and started two technology businesses. The summer of 2012 my family made a decision to move away from Seattle for the betterment of educational experience for my children. This was a big turing point - I was leaving behind 30 years of my life and two companies which I founded. We were following a direction of faith - that the North Dakota educational system would be better for my children. At this turning point, our oldest son was entering the 7th grade. He has aspirations of becoming an engineer, however his elementary preparation left much to be desired and we knew that in order for him to succeed we would need to change his schooling drastically. You see, WA state went down the reform math and high stakes testing path years ahead of Common Core.

As a career move - I had no intention nor reason to return to North Dakota, my income is made within the high tech corridor - seemingly not a wise career move to leave behind what I had built. Faith has a great part of a decision such as this, and my wife once told me - we should move to ND because she was happy with the product. Of course she was - she was married to me - I thought; thats simply not rational. So I began the engineering work of data analysis - you see UND had taught me that is what I should do. So I began to categorize and organize states according to their educational scores, graduation rates, work outcomes and higher education costs for STEM. Of course I sorted this data six ways from china to arrive at this realization. The Northern States seemed to outperform all other states across the board - probably due to the

harsh cold winters I surmised. And there it was - the data driven answer to our prayers. **North Dakota consistently scored in the top 10**, and in fact looking at middle school - it was apparent that **North Dakota was leading in Math and Science placing 3rd and 1st respectively.** It became more and more evident to me - why Boeing and Rockwell / Collins sough North Dakotans. Overall year on year, North Dakota's public education system was far ahead of the majority of the states when viewed across multiple educational reforms, presidential changes and directions.

Our decision to move to North Dakota was first directed by faith and latter through analytics. Members of the Committee -- if education is leveled across the board end to end and state to state - then parents are robbed of being able to make a move to advance their children out of a bad situation. All things considered; if I now am going to receive the same education that I had in Washington - wouldn't you agree we would have been money ahead to have stayed there. Isn't a healthy competition necessary to drive efficiency into the system ? My answer to this problem upon leaning of North Dakota's decision to accept Common Core was to remove my children from Public School. I willing suffer double taxation so that my voice is heard through my ability to vote with my checkbook.

In closing allow me to leave you with these final arguments. We have just heard from Dr. Milgram and Dr. Stotsky that the Common Core which North Dakota has adopted as our State Standards are not necessarily college and career ready and in fact

may not be developmentally appropriate for age levels and students of need. I am not an education expert but I have read through the 72 pages of comments included in the September 2010 public feedback survey. This survey had a poling sample of 134 teachers, 4 parents, 1 community member, 7 administrators, 1 principal and 5 higher eds. Here are a few highlights taken from North Dakotan's whom reviewed Common Core.

4. "**You are going to rearrange the whole mathematics structure** that has occurred for the past decades is thrown out th window. I want to know why we are following the footsteps of states that have HORRIBLE math scores. our scores rank as some of the top in the nation and yet people bigger than me have no faith in what we are teaching. ... I think if you want to ruin what we have build as math teachers adopt these standards. "

5. "**Under current practice of socially promoting all students** in grades K through 8, these standards will result in many more students below grade level in math every year. "

6. "**Who put this document together at the national level**, why is that most of the individuals are working at college level jobs? When is the last time they were in an actual classroom? I think I counted 2 actual classroom teachers out of the entire list, not one Primary level teacher, yet this is who is mandat-

ing what we teach in our classrooms. ,,,,, Our last set of ND Standards ... the y were written by actual classroom teachers. "

7. "**The standards become the curriculum** -- a negative consequence to a good intended process of improving K-12 education. That high School graduates are not ready for college is certain, however, these pages in my opinion, don't promote the kind of student we need at the college level. "

8. "**The standards are poorly written**. ..... I feel that North Dakota already pushes its students vigorously, and we should stick to what we do best, and create our own standards in a language that others will be able to understand and interpret. "

9. " **If it's not broke don't fix it.**"

10. " **We consistently are at or near the top of national standards and test scores,** yet we are listening to states that we are above to change our educational practices to. Those states need to look at what we are doing and implement those changes not us lowering ourselves to their levels. "

11. "**I understand the definite need for standards, but these are quite ridiculous!**"

12. "**By the time ND gets on board the rest of the nation will be dropping this and then what do we do.**"

After reading through these comments, I am inclined to believe that issues raised by North Dakota Teachers resonate well with with Dr. Milgram and Dr. Stotsky's statements. --- And yet, we went ahead with Common Core and some will defend it. The question I raise is, "why, what is to be gained from defending Common Core over our own tried and true State Standards which have served us so well?"

I remind you that we are seeking the removal of Common Core standards, the return of local control over state standards, state testing and curriculum and laws which protect the citizenry of North Dakota from information gathering, aggregation and mining without our direct consent.

I thank you Chairman Nathe and Members of the Committee, for your patience and diligence to listen to my entire testimony.

#6
HB 1401
2/2/15

Chairman Nathe & Representatives:

My name is Amy Jirsa-Smith. I am a mom of three beautiful children.

I'm here to tell you I am concerned about the education system. I am concerned about the developmentally inappropriate standards. I am concerned about the testing. And I am concerned about the loss of local control. However, you've heard much of this already this morning so I won't expand on my concerns.

What I would like to do, however, is provide you with these folders full of testimonies from other concerned parents, grandparents, and educators. All citizens of North Dakota.

~~What I would like to do~~

What I hope will happen, if nothing else, is that you will all lose some hours of sleep reading through these testimonies. Although the number of hours of sleep you may lose going through these testimonies is minimal compared to the hours of sleep the most of us who are sitting in this room today have lost during our countless hours of research regarding Common Core in ND and across the country

#7a HB 1461
2/2/15

North Dakota Legislative Education Committee
Written Testimony on the Common Core State Standards
January 12, 2015

Submitted by Christopher H. Tienken, Ed.D.
Associate Professor
Seton Hall University
Department of Education Leadership, Management, and Policy

Introduction

Good afternoon Chairman Flakoll, Chairman Nathe, and honorable members of the Legislative Committee on Education. I am Dr. Christopher H. Tienken, from Seton Hall University in New Jersey, where I am an associate professor of education leadership, management, and policy. I teach courses at the masters and doctoral levels for people pursuing school administration degrees and for those interested in conducting education research. I specialize in curriculum and assessment policy and practices at the state, national, and international levels. I have been actively researching and writing about the Common Core since 2009 and I've provided written and in-person testimony on the Common Core for committees in New York, Wisconsin, New Jersey, Maryland, and Idaho. Today my testimony will challenge, with evidence, some of the claims that the Common Core is necessary to enhance the economic and academic competitiveness of public school students. Much more information can be found on my website at www.christienken.com.

The purpose of my testimony is to raise questions and provide evidence. It is not meant to be antagonistic or mean spirited in any way. I provide my comments in the spirit of collaboration as we all endeavor to provide quality education services to our children.

Background

My work on the Common Core has been widely circulated around the nation, in Europe, as well as the English speaking countries in the South Pacific. I've held Visiting Scholar status at the university of Roma Tre in Rome and at the University of Catania in Sicily, where I lecture on curriculum and assessment policy. I am a frequent contributor on the Common Core to national journals, newspapers, research conferences, town hall meetings and other forums. My research was recognized by the National Staff Development Council as their Best Research Award recipient and as the recipient of the Truman Kelley Award for Outstanding Scholarship by the International Honor Society for Education, Kappa Delta Pi. I was also recognized as the Seton Hall University, College of Education and Human Services, Researcher of the Year.

I have public school experience as a former Assistant Superintendent for Curriculum and Instruction, a Middle School Principal, Director of Curriculum and Instruction, Elementary School Assistant Principal, and Elementary School Teacher. I also have two young girls who are now experiencing the Common Core in their local public school in New Jersey. I appreciate your interest in the important topic of the Common Core and the

standardization of education for our public school students. In my brief comments today I hope to provide useful information regarding five reasons that North Dakota, as well as other states, should step away from imposing the Common Core on all schools in the state and restore local decision making of curriculum and assessment.

As we are all aware, the Common Core State Standards (CCSS) initiative continues to move forward. Although some states are now backing away, the majority of states have for now kept the CCSS the legal law of their land in terms of the mathematics and language arts standards mandated in their public schools. Yet the evidence presented by the developers and vendors of the Core, the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO), for the need to adopt a common set of standards and the potential efficacy of those standards seems lacking compared to the independent reviews and the available research on the topic.

Logic requires we ask some basic questions about the approach of mandating one set of standards for all the children in one state: How can one set of standards in mathematics and language arts prepare all children in North Dakota to attend one of the over 4,400 colleges and universities in the United States or to pursue the tens of thousands of careers, some of which have not even been invented yet? Of course one set of standards cannot prepare all children for all colleges and careers and there are many reasons why. **The Common Core might be a positive advance for some school districts, but might actually be detrimental or represent lower quality learning to others. It should be a local decision as whether to adopt all, part, or none of the Core.** Today I will raise just five important issues to consider with the Common Core.

Issues

Issue #1

First, the quality of the standards has not been validated empirically and no mechanism has been created to monitor the intended and unintended consequences they will have on the education system and children (Mathis, 2010). In fact, as colleagues and I presented in many articles and speeches on the topic since 2009, the two major arguments made by the vendors and marketers of the Core about the need for its adoption collapse under a review of the empirical literature: (a) America's children are —lagging behind international peers in terms of academic achievement, and (b) the economic vibrancy and future of the United States relies upon American students outranking their global peers on international tests of academic achievement because of the mythical relationship between ranks on those tests and a country's economic competitiveness. **That is, the reasons you are told you need the Core, lack actual evidence. They are hollow claims.**

It is important to note that none of the international tests that the vendors of the Core cite, such as PISA and TIMSS, were developed to (a) measure the overall quality of a country's education system, or (b) predict economic competitiveness. Basing decisions to adopt a narrow set of curriculum standards from the results of those tests is scientifically reckless. For example, the Organization of Economic Co-operation and Development (OECD, 2010), the developer of PISA, cautioned policy makers not to put too much credence in the results:

> If a country's scale scores in reading, scientific or mathematical literacy are significantly higher than those in another country, it cannot automatically be inferred that the schools or particular parts of the education system in the first country are more effective than those in the second. (OECD 2010, p.171)

The OECD authors acknowledge the important role that the environment in which a child grows up and the experiences he has outside of school contribute to education output and influence the results on the PISA:

> However, one can legitimately conclude that the cumulative impact of learning experiences in the first country, starting in early childhood and up to the age of 15 and embracing experiences both in school and at home, have resulted in higher outcomes in the literacy domains that PISA measures. (OECD 2010, p.171)

The OECD reports a fairly strong correlation of approximately .50, between childhood poverty and PISA scores. In general, the higher the childhood poverty rate, the lower the PISA score. Tirozzi (as cited in Riddle 2010) demonstrated previously with the results from the PISA 2009 tests that when we compare student scores according to similar levels of poverty, the U.S. ranks first or near first in the world on all sections of the PISA. Hardly lagging.

The OECD authors also caution policy makers that alignment between a country's curriculum and the PISA can be another factor in the differences in achievement due to the way that various countries define "age 15" for their testing cohorts. Countries define "15" differently and those variations can result in students being in different grade levels at age 15 during the time of the test and receiving different curricula. Furthermore, the OECD warns that differences in achievement on the PISA could actually decrease or evaporate later in schooling as the differences between countries' curricula decrease and topics converge later in high school.

> Depending on countries' policies on school entry, selection and promotion, these students (in the age cohort 15 yrs 3 months to 16 yrs 2 months) may be distributed over a narrower or wider range of grades across different education systems, tracks or streams. It is important to consider these differences when comparing PISA results across countries, as observed differences between students at age 15 may no longer appear as students' educational converge later on. (OECD, 2010, p. 171)

Researchers at the International Association for the Evaluation of Educational Achievement [IEA] who administer the Trends in Mathematics and Science Study, known as TIMSS, provided policy makers a similar warning about curricular misalignment between the TIMSS mathematics test in Grade 8 and other countries' curricula as a cause for differences in achievement:

> Although the assessments were developed to represent an agreed-upon framework and were intended to have as much in common across countries as possible, it was unavoidable that the match between the TIMSS 2011 assessment (or test) and the mathematics curriculum would not be the same in all countries. (IEA, 2012b, p. 466)

> 33% of the questions on the Grade 8 mathematics TIMSS required algebra and functions. Some Grade 8 students in the US and other countries do not learn that content until Grades 9 or 10. (IEA, 2012a, p. 427)

Results from study after study demonstrated that the outcomes from international tests are not good indicators of education quality or student academic achievement. They certainly can't prescribe that children in Bismark should be made to master the same exact content at the same level of difficulty, with the same emphasis, in the same format, on the same day or week as a child in Williston throughout their entire K-12 careers. Furthermore, there is no evidence to suggest that removing the majority of curricular decision making away from parents and teachers, and placing it into the hands of corporations and special interests masquerading as non-profits will improve student learning or rankings on international tests (Zhao, 2012b). The vendors of the Core can't even tell us which standards were taken from which countries, and if the sequence in which they set the standards has any evidence to support it.

But what about the influence of poverty on the TIMSS test results? The secondary TIMSS sample, called the *Benchmarking Participants*, includes results from several states, including Massachusetts, Florida, and California. **I used the TIMSS 2011 scores from Massachusetts (MA) with a childhood poverty rate of about 15%, as a proxy for the scores from a less impoverished "U.S." national sample, like those found in North Dakota (about 12% child poverty) to model the influence of lower levels of child poverty on that test. I found similar results to those from Tirozzi on the PISA: Low poverty U.S. students top the world in math and science** (Tienken, 2013b; 2013c).

Grade 8 students in MA participated in the science and mathematics portions. In science, the MA students achieved a scale score of 567, second only to Singapore at 590 and ahead of such participants as Chinese Taipei, Japan, Hong Kong, Korea, and Finland. A decrease in the poverty rate by 8 percentage points in the U.S. (23% U.S. average—15% MA average) increases the scale score by 41 points and propels the U.S. to 2nd place in the world on TIMSS 2011 Grade 8 Science (Tienken, 2013b).

In mathematics, the MA students achieved a scale score of 561 compared to the U.S. average of 509: a difference of 52 scale score points. The difference propels the U.S. students into 5th place and on par with Japan. Poverty matters in the U.S. in terms of rankings on the TIMSS and PISA and it is poverty that creates a lag, not locally, democratically developed curricula. Clearly the evidence from international testing does not support the need for the Core. **I would expect very similar results for the children of North Dakota. That would place them at the top of the world. Is the Common Core really necessary in all districts in that case?**

Some might say, well the CCSS will help those students from poverty achieve at world-class levels. I would ask: Where are the data or evidence to support that assertion?

Issue #2

The second issue I would like to raise is that the language arts and mathematics curriculum sequences embedded in the Core Standards are nothing more than rehashed versions of the recommendations from the Committee of Ten in 1893 and the Committee of 15 in 1893; hardly 21st century innovations. **The Standards do little to promote, strategizing, innovation, creativity, entrepreneurship, communication, persistence, adaptability, networking, coalition building, flexibility, independence, open-ended thinking, or cooperation. These skills vitally important not only to "compete" but to synergize globally. They are also skills that are difficulty to outsource to lower-wage nations.**

The 21st century will be less about direct competition and more about leveraging relationships and networking across the global to innovate and create. The Standards are inert, sterile, globally static, **and in the end, call for students to produce a predetermined correct answer. The world's most complex economy does not run on predetermined answers.**

The types of curriculum and assessment brought on by the CCSS are in stark contrast to what the United States Council on Competitiveness called for:

> At the beginning of the 21st century, America stands at the dawn of a conceptual economy in which insight, imagination and ingenuity determine competitive advantage and value creation. To succeed in this hyper-competitive, fast-paced global economy, we cannot, nor should we want to, compete on low wages, commodity products, standard services, and routine science and technology development. As other nations build sophisticated technical capabilities, excellence in science and technology alone will not ensure success. (p. 10)

Furthermore, the results from the *2012 Global Chief Executive Study* conducted by the IBM Corporation made several important recommendations that call into question the use of 19th century curriculum standards to address 21st century issues. After analyzing data from interviews with 1,500 of the worlds CEO's the authors of the report stated that to remain competitive in the global economies CEO's and their employees must:
(a) use creative leadership strategies;
(b) collaborate and cooperate globally amongst themselves and with their customer bases;
(c) differentiate their responses, products, and services to build operating dexterity (p.51); and
(d) be able to use complexity to a strategic advantage.

The vendors of the CCSS have a problem: They have no evidence that demonstrates the validity of the standards as a vehicle to build 21st century skills nor as a means to achieve the things the business leaders across the globe say will be needed to operate in a diverse global environment. **The CCSS are stuck in a time warp. A curricular time machine, if you will, set to 1895 (Tienken, 2011). Please do not confuse obtuse questions on a test or wordy standards statements with rigor and quality. The content in the Core and the skills required represent that which was necessary for an industrial manufacturing economy 150 years ago. The skills are easily outsourced or routinized by technology.**

Issue #3

Third, the evidence provided by the vendors of the Core, for the effectiveness of the Core, calls into question the quality of the standards. The official website for the CCSS claims to have the best evidence available. The site's authors allege that the standards are evidence-based and lists two homegrown documents to prove it: *Myths vs Facts* (NGA, 2010) and the *Joint International Benchmarking Report* (NGA, 2008). The *Myths* document presents claims that the standards have "made use of a large and growing body of knowledge" (p. 3).

In the scientific world, knowledge derives in part from carefully controlled and independently conducted scientific experiments and observations. Therefore, one would expect to find references to high quality empirical research to support the standards. **When I reviewed that "large and growing body of knowledge" offered by the NGA, I found that it was not large, and in fact built mostly on one report, *Benchmarking for Success*, created by the NGA and the CCSSO, the same groups that created these standards; Not exactly the independent research I had hoped to find.**

The *Benchmarking* report contains over 135 endnotes, some of which are repetitive references. Only four of the cited pieces of "evidence" could be considered empirical studies related to the topic of national standards and student achievement, and the results of those four studies do not confirm that the U.S. needs national standards, one path to college and careers, or that the intended results from such a centralized system will be demonstrably better than a locally controlled system. The remaining citations from the report were newspaper stories, armchair magazine articles, op-ed pieces, notes from telephone interviews, and other tangential types of writings (Tienken, 2011).

Many of the citations were linked to a small group of standardization advocates and did not represent the larger body of classical or recent empirical thought on the topic. The *Joint International Benchmarking Report*, the primary source of evidence provided by the NGA and CCSSO, draws most of its conclusions from one report, *The Role of Cognitive Skills in Economic Development* (Hanushek & Woessmann, 2008). The use of that report is troubling because it has several fatal flaws in its logic and methodology that have been well documented.

Issue #4

One set of standards cannot prepare all children for the diverse economy that exists in the U.S. and globally. For example, how can it be that children in North Dakota need the same standards, at the same level of difficulty, with the same content emphasis as the students in New Jersey? The economies in those regions are vastly different as are the international trading partners. According to the U.S. Bureau of Labor Statistics there has been an almost 30% increase in employment in the logging and mining sectors of the North Dakota economy in the last 12 months whereas in New Jersey we have seen a 0.0% increase. Not only has the increase in those sectors been large in North Dakota, more than 30 times more people are employed in those sectors compared to the number in New Jersey. Clearly a demand for qualified employees in the mining and logging fields exists in North Dakota as opposed to New Jersey. The economy in North Dakota is

impacted more by those fields than in New Jersey and will require a larger labor pool with a unique set of qualifications.

Conversely, the percentage of people employed in the professional and business services sectors in New Jersey is almost double that of North Dakota. **If we spend our energy trying to make children in North Dakota more like children in New Jersey, or vice versa, we will be underpreparing or inappropriately preparing millions of children for the future. More importantly, if the skills we equip our children with are easily copied by people in low wage nations, then we are setting our children up for unemployment. The skills mandated in the CCSS are, for the most part, easily copies, and therefore, easily outsourced.**

Issue #5

My final point is that the claim that the CCSS are necessary due to U.S. students causing a loss of economic competitive advantage is patently false. The U.S. a the world leader in creativity and innovation. **The idea that the CCSS will lead to more creativity and innovation is patently false. Standardizing creativity is an oxymoron. By its nature, creativity is developed over a long period of time, and the outcomes of creativity are brought about by diverse and completely unstandardized experiences.**

By definition, creative outputs are unique. In many ways, creativity can be partly in the eye of the beholder (Zhao, 2012b). That is one reason it is difficult to teach creativity aimed at a standard outcome. Likewise, a country cannot standardize itself into producing more creative citizens. Standardized is inherently uncreative. However, opportunities to engage in experiences and use behaviors and skills that relate to creativity can be offered to students through problem-based, project-based, and activity-based curricula developed locally. These types of curricula, by design, require students to develop nonstandard solutions to unstructured problems. Visualize the opposite of the one-size-fits-all monitoring system set up through the Common Core State Standards and national standardized testing and you would be moving your thinking in the right direction (Tienken, 2013a; 2013b).

We need to jettison the idea that all students must know the same set of narrow content and skills, at the same level of difficulty, and demonstrate that knowledge in exactly the same manner beyond basic reading, writing and arithmetic skills commonly used in Grades 6 or 7. Only then can we embrace the idea of individual interests and passion, and begin to imagine a creative curriculum with multiple pathways through high school and to college and careers (Zhao, 2012a).

There exist multiple indices and indicators of creativity and the output of our creative, non-standardized efforts. One indicator is the Global Creativity Index, produced by the Martin Prosperity Institute (2011). So how do countries rank in terms of global creativity? The United States ranked second behind Sweden, and ahead of countries like Finland, Denmark, Australia, Norway, Japan, Germany, and Singapore. China ranked 58th. In economic terms, what can creativity look like? One outgrowth can be entrepreneurship.

According to the Global Entrepreneurship and Development Index (Acs & Szerb, 2010), the United States ranked third on the overall Global Entrepreneurship Index, behind Denmark and Canada and ahead of countries like Japan, China, Singapore, and Finland. The United States ranked sixth on the index of Entrepreneurial Attitudes, behind countries such as New Zealand, Canada, Australia, and Sweden. The United States ranked ahead of Finland, Norway, Germany, Japan, and Singapore. China ranked in the lower third of the world. The United States ranked first on the Entrepreneurial Aspirations Index and sixth in the world on turning those aspirations into reality (i.e., Entrepreneurial Activities Index), once again ahead of Japan, Germany, Singapore, and Finland. Denmark was first and China was near the bottom of the world rankings.

Innovation is also one possible outcome of creativity. The Global Innovation Index ranked the United States fifth behind Switzerland, Sweden, United Kingdom, and Netherlands (Dutta & Lanvin, 2013). China ranked 35th. Some outcomes of innovation include utility patents and Nobel Prizes. According to the U.S. Patent and Trademark Office (2012), the United States was granted 121,026 utility patents in 2012. Utility patents are "issued for the invention of a new and useful process, machine, manufacture, or composition of matter, or a new and useful improvement thereof" (U.S. Patent and Trademark Office, 2013). The 195 countries of the world outside the United States combined for 132,129 utility patents, only 11,103 more than the United States alone; Japan had the second most patents approved in 2012 with 50,677, almost 40% of the rest of the world's output.

Nobel Prizes also can be used as a related indicator of creativity and innovation. Since 1901, the Nobel Committee has issued 915 prizes in the areas of Chemistry, Economics, Literature, Medicine, Peace, and Physics. Nobel Laureates born in the United States represented the most of any country, with 262. The next most awarded country of origin, with 82, is the United Kingdom, followed by what is now Germany with 70. Laureates born in India have been awarded 9 prizes and China 11. In the specific area of Nobel Prizes in the Sciences, the United States ranked first again with 191 U.S.-born Laureates, followed by the United Kingdom with 66 and Germany with 60 (Nobelprize.org, 2013).

The number of scientific papers published is another leading indicator of creativity, albeit scientific creativity, and innovation. U.S. scientists, ranking first in the world, published 3,049,662 scientific papers in 2011 (Thomson Reuters, 2011). Chinese scientists published 836,255 papers, and scientists from Germany and Japan published approximately 784,316 and 771,548 papers, respectively. Keep in mind that China has a population almost 5x greater than that of the U.S. yet the U.S. put out almost 4x as many scientific papers. Publication numbers alone, however, do not give readers insight to the quality of those papers (Tienken, 2013a).

One hallmark of quality for scientific publications is how many times they are cited. Citations provide an indicator of the level of acceptance for scientific ideas and also of how well those ideas have been vetted and determined to be worth pursuing. Papers from U.S. scientists garnered 48,862,100 citations. The country with the next closest number of

citations was Germany with 10,518,133. Papers from Chinese scientists gathered 5,191,358 citations (Tienken, 2013a).

Conclusion

The accomplishments list above, and numerous others, were not the result of the standardized system brought on by No Child Left Behind and now Common Core and national testing. In fact, all the adults that made these accomplishments possible were educated in a public school system before mandated standards or certainly with much less emphasis on standards. They all graduated high school prior to the implementation of state standards brought on by No Child Left Behind.

Do the state and federal governments have a role they can play, yes, but that role should not be that of a centralizer, homogenizer, and standardizer at the classroom level that extinguishes creativity and innovation in favor of a system built on imitation and regurgitation. If nothing else, the North Dakota Legislature and State Education Agency should (1) allow local districts the option of using part, all, or none of the CCSS, and (2) require that local districts develop standards and curriculum that develop authentic 21st century skills that I described in Issue #2, assessed with locally developed measures.

I appreciate your time and commitment on this issue. Please feel free to contact me at anytime if I can be of further assistance or provide additional data. A listing of works related to the citations and works consulted for this testimony is provided at the end of this testimony.

Thank you,

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Note: Portions of this testimony were influenced by or adapted from some of my previous works and presentations to other state committees, the most influential of which were *The Common Core State Standards: An Example of Data-less Decision Making* and *The School Reform Landscape: Fraud, Myth, and Lies,* both of which can be found at www.christienken.com.

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#7B HB 1461
2/2/15

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January 22, 2015

To Whom It May Concern:

This letter is being written in response to the impact of Common Core on the developing young minds of children and the long lasting effects into their adulthood and beyond.

I have worked in various settings serving children, adolescents and adults and in several capacities. This would include county social services as a direct care provider, school setting as a social worker and a case manager, medical setting as a social worker and currently in the private practice setting as a clinical therapist. Having had these vast experiences, including that of a parent, is what has led me to be very concerned about this program which appears to be one of exclusion rather than that of inclusion for our young, bright and upcoming minds.

Based on what I understand Common Core to be, it goes against the grain of what we know of the developing brain and the stages of the coping process. An example to better explain this concern follows. A fully developed prefrontal cortex is what would be required for critical thinking, rational decision-making, and abstract thinking to take place. This development of the brain is not fully developed until early adulthood so how can we expect young children to do this? We are setting them up for failure and "tracking" them into a life of choices that are limited due to the path of education that would evolve under this plan. Children (6 to 8 year olds) are not abstract thinkers but literal thinkers. They cannot make rational decisions and use responsible thinking due to these same reasons.

There is another area of concern and that is of the emotional or limbic system. Due to lacking a functional prefrontal cortex, the limbic system will be highly utilized. This is a big concern because this is primitive brain structure which involves basic human emotions and fear. Anger then is at the forefront and would then be over-utilized resulting in problems in all areas of social development as well. Continually engaging children on a negative emotional level is damaging, both short term and long term. Negative words create negative effects due to the neocortex region of the brain because it is not fully functional until around age 24. The result of this would be very emotional children who will be manipulated easily. When will resiliency be taught then? Society will see the results of this due to the impact and straining of support systems that already exist and the need for additional ones. We need to teach sensitivity, compassion, and empathy and this takes place during the formal operational stage, around the

age of 12 years.

Based on the setup and design of Common Core, it is not designed to meet these developmental needs of children. The expectations are unrealistic due to the blunting that will take place of all other areas of development. This then will not give a true picture of who this human being really is, or could be, due to the limitations of choices of post-secondary education, career and job opportunities.

I do agree that there needs to be consistency and measurements to obtain that, as well as accountability, in our educational system; however, Common Core is not the answer.

Respectfully,

Diane K. Baumbach, MSW, LICSW, BCD

#7C HB 1461
2/2/15

January 22, 2015

Re: bill # 1461

To: Chairman and Members of the Committee

I'm writing to you about the bill # 1461 which is on Common Core. I'm a former music teacher at Larimore Public School in Larimore North Dakota. I recently retired from teaching this past school term 2013-2014. I'm writing to say that I would favor a yes on this bill.

Why? Here are some points I would like to make why this bill should get a yes vote.

Point 1: Music and the other arts are not listed on the Common Core curriculum. In California, where they have Common core, music in most public schools is not taught as a regular subject. Most students have to make arrangements to have music after school. This conflicts with sports, so students have to choose. They can't do both.

Point 2: The teacher is only teaching the curriculum that is for the tests and assessments. Maybe the students need to learn something more.

Point 3: Not all students are going to be scientists, mathematicians, or English Majors. We need skilled laborers, too.

Point 4: Not all students are made the same. They're not robots.

Point 5: Where is the creative side of the brain being used. Like the arts, and being able to think for yourself?

Point 6: Music is a hands on subject not a writing paper for English.

Point7: There are some states that have used Common Core and have gotten rid of it. For Example: Illinois.

Thank you for taking time to read my points.

Sincerely,

Camilla Stover

3377 23rd Ave. NE

Larimore, ND. 58251

#7D HB 1461
2/2/15

Dear Legislators,

I have lived in ND my entire life. I am the mom of an 8th grader attending Cassleton Middle School. I am disheartened regarding the federal take-over of North Dakota's educational system, better known as Common Core. Many people, including school professionals and DPI tell the parents and legislators this is the North Dakota's educational system, this is 100% not true, not only is it not true it's a blatant lie on DPI's part.

My son has excelled throughout school, then common core comes into our school system, he struggled with math almost failing because of common core. My son went from an A+ student to a D Student, common core isn't constructive, it isn't beneficial, it is a detriment to our children. I have spent many nights trying to help my son with his homework, like him, I do not understand how the math works. The math makes absolutely no sense. My son has come home in distress numerous times due to his math homework. Parents should be able to help their children with homework!

The 10th amendment requires nothing less than State Sovereignty, common core is a complete violation of my son's 10th amendment rights. Furthermore, the 4th amendment requires privacy for all Americans, another violation.

I have asked DPI where does the test information go, who compiles this data, what's done with the data after testing? The response I received from DPI is, "the data stays within the state of ND" Once again we have blatant lies coming from DPI. If you read the MOU, they are required to share with other agencies! The data goes to a third party vendor that no one can get the answer to whom this vendor is and what is done with the data. DPI is supposed to represent the parents, teachers, students, it appears to me the only entity they are representing is the federal government.

In the 2013 school year, I opted my son out of the testing, my son is not a data mining project for the state of ND on behalf of the federal government. The principal in 2013 had no idea he was administering tests that were aligned with common core, he originally told me "that these are just state tests" until he opened the email and it said "ND Common Core tests." Do the representatives that will read this letter really think that this is an appropriate way to run our school systems, do you think that DPI deceiving the administrators as well as the parents is an appropriate way to handle the change in our education system?

Common Core was initiated in 2009, the DPI states that ND teachers and parents were involved with the educational process, curriculum, and testing? If this is in fact the case why did most parents not find out about these changes until the 2013 school year?

If you do not know the answers to any of the questions above, I urge you to bring back our educational system to the State of North Dakota.

Sincerely,

Vicki Nichols

#7E HB1461
2/2/15

To: Chairman and Members of the Committee

You asked for my thoughts on common core and the potential of a proposed bill that would remove North Dakota from common core.

My first thought is to certainly introduce the bill and then have the debate that includes the real stake holders; parents, students, educators and others. Be inclusive and not exclusive in this discussion. Get beyond the back room behind closed door decision making.

My experience in 35 years at the community college is that the successful students in Agricultural management and economics were those who could apply theory and basic truths to current decision making situations. That means "Problem Solving" and bridging the gap from theory to practical application. Those students who told me my class was interesting, however the tests were very HARD had just found out that problem solving and decision making is necessary in the world of work and life. Many if not most of my students either had the ability or made great progress in demonstrating these real world skills. My retirement was in 2007.

My concern with common core and the required methods of instruction is that students will learn all about process and miss the joy and usefulness of learning how the world works in" wholes". Working in "wholes" to me is the ability to use all skills to address any situation. The world is not a math problem, or a written page to appreciate, etc. To succeed, students as future citizens must acquire the skill set to apply every disciplinary lesson in combination with all acquired knowledge and experiences.

As a Grandparent, I had experience doing grade 5 math. I could not do anything. My grandchild understood the "process" and determined an answer. To be helpful i worked the problems using paper and pencil so we could check the answer on the worksheet. I asked about estimating the answer so we had an idea if we were close to correct or not; it was explained that the students were all about process. This made me wonder why they had not memorized the multiplication tables. (????)

I support having the discussion and debate about what works for all students.

regards
Wayne Berry
Faculty Emeritus
Williston State College

#7F HB1461
2/2/15

Hello, my name is Brandy Kracke.

I am a mother of a wonderful little 6 year old boy whom has Autism. I am writing you today to give you a glimpse of what Common Core looks like for him and what it has turned homework time into for our household.

Every week night, our son, whom is a kindergartner, brings home six specific items of homework. For a child with Autism, having to do 8 hours of learning at school and 2 hours more at home is a huge challenge. He is 6 years old and already has a full-time job due to Common Core. It takes two full hours every night to do all his homework, all of which is Common Core aligned. According to his school, it shouldn't take longer than 10-15 minutes, for a fifth or sixth grader it may take that long doing kindergarten homework, but definitely not a kindergarten student.

Why should a kindergarten student have to be work force ready? What happens to the children whom are not developmentally ready to move on to the next grade due to Common Core? They get left behind until they can pass Common Core standards for said grade. Which means, if Common Core standards continue, there could easily be a 10-11 year old child still in kindergarten or first grade, because they are unable to developmentally handle the class work. All children learn a their own pace, they are not one person, but individuals that have their own brains and are not capable of handling all the Common Core standards. Optional homework is now a requirement due to Common Core. If it is not done, our son does not get points, then he does not earn school money to be spent at school. Schools are bribing the students with pizza to do ixl, all common core aligned . Isn't bribery illegal?

Children are children, not doormats to walk all over. They should be allowed to learn at their own pace and while playing, like when I was younger, not have so-called "brain breaks" to eat lunch, have snack and gym class. That is a total of an hour break during the day. Many things taught now in kindergarten due to Common Core, I never learned until I was in third and fourth grades. Why does a kindergarten student need to know how to multiply? There is too much pressure on children now due to Common Core standards.

If you truly care about our children, your children, our future grandchildren, then say no to Common Core standards. Again, our kindergarten students do NOT need to be work force ready. They are only 5, 6, and 7 years old.

Thank you-
Brandy Kracke

#7G HB1461
2/2/15

Mr Chairman and Members of the Committee,

As a mother of 3 boys ,all college graduates and grandmother of 6, all 8 and under , I ask that you please rid North Dakota Schools of the Common Core Standards that were un constitutionally adopted by our state...
I have always felt No Dak standards were above most states...
No Dakota is not in need of the the 5% of Federal funding that we now receive, we have other funding that can handle that amount for education...plus we do not need to be bribed by the Feds to decide what is good for our state or not..thus having to do what THEY dictate...
I am horrible scared of losing any control at the local level that could come down the road with implementation ....
Our Superintendent had a very wonderful quote in an article he wrote Nov 2012.... " my primary point is that if we move to replace Americas Education System that now promotes creativity, personalization, and local control ,with one that bases all decisions upon a few high stake test scores, then we have an INFERIOR system" ....he is right , we now have an inferior system...called Common Core....
I have talked with many teachers ...all confess they do not necessarily like it , but that's what they are hired to teach so teach they will.....Most have negative reaction when you ask what their thoughts are on the new Common Core, young ones are not really sure , the older one are sure..ask why they do not speak up and tell their administrator about the dislike , a few said it will go away in a few years ,like a lot of stuff we start , it will soon change ... Most do not speak up for fear of job loss or just being on the list of un conforming teachers...
A music teacher now retired was concerned and upset , the fact of California music is gone out of the curriculum except in language arts where they may have to read and write a papers on a music composure no hands one.....she thinks there will be no need for music teachers In the school system, will be an extra curricular activity , which would be tragic for a lot of children who my not be athletic and the arts are their likes...
Another retired music teacher that is now a sub teacher at the grade school level has been working almost non stop, because the elementary teachers have all these workshops to attend, I call it "Common Core Way " re teaching...lots of money wasted...she also said she was trying to teach 3rd grade math...said it was impossible ..she went home with a major headache over it...
A kindergarten teacher ,3 yr of teaching, said kindergarden kids do not know how to use a mouse for testing and if they could get it going just clicked on anything ...so she was upset because the testing time was a waste and they fell way behind on reading which she says is critical..she was more concerned with better support staff ,resources , over testing, she said she was not a good judge for or against Common Core because that is all she knows...
A coach coming out of the high school saw my Common Core sign and said to me". I'm with you there "...
I could go on and on...
These standards were created by self- identified, self described behavioral and social research organization, not educational experts...Acheive, Inc...I have looked up every one that was involved ....Our North Dakota 60 member committee had to sign off verbatim ...
I feel our children are being used as guinea pigs , these standards have never been tested ....
U.S. Children are being set up to be, not American, but globalites (international strategy-2012-6). I want my grand children brought up in the American culture of thinking..we are exceptional !
I hate the fact our teachers will be evaluated by the testing when there are numerous variable from one class to another and one child to another...which is being hungry , is it a single parents household, is grandma and grandpa main caregivers, is sleep pattern the same, or are some children not getting enough sleep, are some coming from a abusive situation, what external

stresses are they feeling, are they stressed just because of test taking, too many variables to evaluate a teacher..
Healthcare, student loan payoffs,free college, subsidized housing, retirement , education? You can not convince me that this is not a step into Nationalized Education ...out of the parents , local and state control..the worse of it is it is Un Constitutional....the Governs can not sign into being , it needs to go thru the legislation process..

We have choices in the United States , you could move state to state if you did not like something it was doing, or wanted higher standards...now they are taking away another choice, where to educate your child. Homeschool,parochial school public school ... It will all be the same , one size fits all...wrong ...Little by little the Overton window moves..hoping no one will notice the slight changes that will end up as major changes over time...I will not sit down and shut up..it's time we stand up for what is right for our children and grand children...I do not want them to come to me and say " grandma or maybe even great grandma , why did you not try and stop it...now I can say to them...sweethearts. , "I TRIED"....

Cheryl Hoime

1873 Park Street
Arvilla, N.D. 58214

#7 H HB 1461
2/2/15

I don't have a lot of time right now to do a special testimony for ND, but you are welcome to the testimony I provided to the Kentucky Legislature's Interim Joint Education Committee, attached in PDF.

As a Kentucky resident, I am at "ground zero" when it comes to CCSS. It is very likely that proponents of the standards in your state will point to supposed progress in Kentucky as "evidence" that CCSS works. I can help with that if you check with me.

For example:

There has been a lot said about Kentucky's rapid increase in College and Career Readiness (CCR) since CCSS came along. The truth is probably different. The formula to compute CCR has not been constant over the reported time interval from 2010 to 2014. You need to know that only a few weeks ago a prominent research team from the Kentucky Legislative Research Commission presented a report saying don't use College and Career Readiness Rates as primary indicators of program performance. That would include the CCSS program, of course. Read my blog about that for more detail here:

http://www.bipps.org/kentucky-state-researchers-dont-use-college-career-readiness-rates-primary-indicators/

It's really too soon to draw any conclusions about CCSS in Kentucky due to the rather thin trail of evidence from only three years of state CCSS aligned testing. However, I already have some concerns that scores from Kentucky's CCSS aligned tests may be inflating in some areas in comparison to the National Assessment of Educational Progress. You can read more about that in this blog:

http://www.bipps.org/kentuckys-common-core-aligned-kprep-school-assessment-results-starting-inflate/

There has been a very small amount of progress in some areas, but there have also been problems, especially in the area of achievement gaps. The state's Unbridled Learning school accountability system isn't capturing those gaps, as this next blog points out:

http://www.bipps.org/education-trust-backs-us-kentuckys-unbridled-learning-isnt-getting-gap-picture-right/

Even our postsecondary education system knows the gaps continue, as this last blog points out:

http://www.bipps.org/council-postsecondary-education-vp-says-kentucky-must-double-efforts-close-achievement-gaps/

This last blog presents gap information from the National Assessment of Educational Progress for Kentucky from the earliest days of state testing to the most recent. Note the gap problem has not been improved.

I hope this helps. Please contact me if you need help on any Kentucky-related things you are hearing in regard to CCSS.

Richard Innes
Staff Education Analyst
Bluegrass Institute for Public Policy Solutions

859-466-8198

#7I HB 1461
2/2/15

Testimony to
The Kentucky Legislature's
Interim Joint Committee on Education
June 10, 2013

Richard G. Innes
Staff Education Analyst
Bluegrass Institute for Public Policy Solutions
859-466-8198

Mr. Chairman, Members of the Committee, I want to alert you to some of the concerns the Bluegrass Institute has with the considerable lack of transparency in the recent development of the Common Core State Standards. We believe this lack of transparency is highly problematic in the development of public policy, and I think you will share our concerns after my following comments.

To begin, it is very clear to us that the legislature shares the overall desire in the commonwealth for transparency in government. The enactment of Kentucky's open meetings laws and open records laws provide ample testimony of that commitment.

Unfortunately, the process that brought us the Common Core State Standards was not subject to any of Kentucky's transparency laws. The Common Core process was not subject to any federal transparency requirements, either.

Instead, a July 1, 2009 news release from the National Governors' Association (NGA) makes it clear that the Common Core State Standards were created by workgroups in Washington. DC.[1] That news release specifically advised from the outset that:

The Work Group's deliberations will be confidential throughout the process.

Because the major decisions about the Common Core State Standards were made by workgroups operating under confidential conditions – Webster's defines that as secret – the lack of transparency precludes us from knowing anything about the processes actually followed. We don't know if comments solicited from the public, our teachers and even the Kentucky Department of Education actually received fair and appropriate consideration.

We do know that NGA and the Council of Chief State School Officers (CCSSO) documents don't show anyone from Kentucky on the various Common Core workgroups.[2] Thus, thanks to the lack of transparency, claims that Kentuckians had significant input into the Common Core State Standards simply cannot be confirmed, but appear unlikely.

The last work group to examine the standards before the release was the Common Core State Standards Validation Committee. A review of this work group's report, titled "Reaching Higher," reveals that five of the 29 members of the Validation Committee refused to sign the certification page.[3]

Two who refused to sign are University of Arkansas Professor Sandra Stotsky, who is also a past assistant commissioner of education from Massachusetts, and mathematics professor Jim Milgram, who is from Stanford University.

After refusing to certify the Common Core State Standards, professors Stotsky and Milgram both sent letters to Common Core support staffers explaining why they could not certify the final documents. In a notable breech of normal procedure with such committees, neither of those letters is included in the final report.

Stotsky and Milgram asked the Validation Committee report's editor why their letters were not included. The editor said he was never provided with those letters but that he would have published them had he known of their existence.

There is still more reason for concern. As announced in the NGA's 2009 news release:

> ***CCSSO and the NGA Center have selected an independent facilitator and an independent writer as well as resource advisors to support each content area work group throughout the standards development process.***[4]

These assistants proved problematic.

In a communication Professor Milgram has permitted me to share (Attachment 1), he says:

> ***...the "facilitators" for the Validation committee meeting were virtually impossible to deal with.***
>
> ***... the facilitators were emphatically trying to not let us act according to our charter, but simply sign or not sign a letter when the charter said we had final say over the quality of the final CCSS product and could revise or rewrite it if we deemed it necessary. Incidentally, the facilitators succeeded, and I blame myself for allowing it to happen without fighting back.***

Milgram also responded when I asked if the resource advisors were biased:

> ***You'd better believe it.***

Thus, the work of the Common Core State Standards Validation Committee was unduly and inappropriately influenced.

Due to the extraordinary lack of transparency in this process, there is no way you or I can know if the problems Milgram describes with the Validation Committee were present in other Common Core work groups, as well.

I would like to spend more time with you to discussing Stotsky's and Milgram's specific concerns about the quality of the Common Core State Standards, but my time today will not

permit that. Time also precludes discussion of the implications for our state's sovereignty over education and the frightening threat to our students' privacy posed by Common Core related student database activities. However, the Bluegrass Institute will provide on line access to letters and other materials in our freedomkentucky.org Wiki site shortly.

So, in closing, the Bluegrass Institute finds the lack of transparency in the development of this extraordinarily important public policy to be highly objectionable. We simply don't know a great deal about how the Common Core State Standards were developed, and there is no way to confidently determine if Kentucky's educators and citizens really had much, if any, input into the final product.

Richard G. Innes
Bluegrass Institute for Public Policy Solutions
P.O. Box 11706
Lexington, KY 40577

Added Note:

Additional references, including the letter from Professor Jim Milgram explaining why he would not sign the Common Core State Standards Validation Committee report are available on line at the Bluegrass Institute's Wiki Site at this address:

Endnotes

[1] National Governors' Association, "Common Core State Standards Development Work Group and Feedback Group Announced," July 1, 2009. Washington, DC. On line at:

[2] National Governors Association and Council of Chief State School Officers, "COMMON CORE STATE STANDARDS INITIATIVE K-12 STANDARDS DEVELOPMENT TEAMS," Undated, Washington, DC. On line at:

[3] The Common Core State Standards Validation Committee, "Reaching Higher," National Governors Association Center For Best Practices & The Council Of Chief State School Officers, Washington, DC, June 2010. On line at:

[4] National Governors' Association, "Common Core State Standards Development Work Group and Feedback Group Announced," July 1, 2009. Washington, DC. On line at:

2 Attachments

1. E-Mail from Prof. Jim Milgram
2. Prof. Sandra Stotsky's letter explaining why she would not sign the CCSS

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Attachment 1

Message Provided with Permission of Professor Jim Milgram, Stanford University, Regarding the Common Core State Standards Validation Committee (Edited to remove messaging artifacts and correcting one term at Prof. Milgram's request for readability)

Re: CCSS Meetings Question
From Jim Milgram milgram@math.stanford.edu
To Richard Innes 70224.434@compuserve.com
Sat, May 11, 2013 5:45 pm

(Innes' Question) After considering how the Delphi Technique works, and knowing that "facilitators" were used in the CCSS process, do you think the CCSS work groups were subject to undue, let's call it "shepherding," by the facilitators?

(Milgram's Response) ***Not necessarily. Of course the writers such as H.-H. Wu did not have the final say on things. Bill BcCallum, Phil Daro, and Jason Zimba did. In the end, they are the only ones responsible for the standards.***

(Innes' Question) Did the supplied "independent writer" tend to add/subtract things the group didn't agree to during the meetings? We know that Jim (Milgram) and Sandra (Stotsky)'s letters never made it to the CCSS Validation Committee's final editor, for example.

(Milgram's Response) ***Can't say one way or the other. But the "facilitators" for the Validation committee meeting were virtually impossible to deal with. Frankly I did not realize that the thing I had to do was to complain to the NGA and then to Governor Schwarzenegger about the way things were going and how the facilitators were emphatically trying to not let us act according to our charter, but simply sign or not sign a letter when the charter said we had final say over the quality of the final CCSS product and could revise or rewrite it if we deemed it necessary. Incidentally, the facilitators succeeded, and I blame myself for allowing it to happen without fighting back.***

(Innes' Question) Was there any apparent bias in the work from the "resource advisors?"

(Milgram's Response) ***You'd better believe it.***

(Innes' Question) Also, did any of you have to sign non-disclosure agreements about the work of the committee(s) you were on during the CCSS process?

(Milgram's Response) ***Yes, but they were fairly liberal. We are not allowed to discuss the details of what others said or wrote, but there were no restrictions, aside from that.***

Jim

#7K HB 1461
2/2/15

June 6, 2010

Mitchell Chester, Commissioner of Education, Massachusetts
Charles Quigley, Center for Civic Education
Susan Wolfson, Association of Literary Scholars, Critics, and Writers
Vance Ablott, Triangle Coalition
Michael Petrilli, Thomas B. Fordham Institute
William Gorth, Pearson Evaluation Systems
David Saba, American Board for Certification in Teacher Excellence
Peter Wood, National Association of Scholars
Barbara Davidson, StandardsWork
Leonard Sax, National Association for Single Sex Public Education

Gene Wilhoit, Council of Chief School State Officers
Dane Linn, National Governors Association

Dear Gene and Dane,

I feel that I owe you, as well as all the individuals and organizations that recommended me for Common Core's Validation Committee, an explanation for why I could not sign off on the final version of the Common Core State Standards. I did not sign off because I could not "validate" the criteria we were given to affirm. All members of the Validation Committee were asked to affirm that the final version of Common Core's mathematics and English language arts standards met the seven criteria below. My reasons for not signing off relate to the standards for English language arts, with a focus on the secondary grades, 6-12.

1 "Reflective of the core knowledge and skills in ELA and mathematics that students need to be college- and career-ready."

In my judgment, Common Core's standards for grades 6-12 do not reflect the core knowledge needed for authentic college-level work and do not frame the literary and cultural knowledge one would expect of graduates from an American high school. The standards do require familiarity with foundational U.S. documents in grades 9-12, foundational works in American literature in grades 11/12, and a play by Shakespeare in grade 12, but there is little else with respect to content in lower grades. These minimal requirements, laudatory in themselves, would not be considered adequate to frame a literature and language curriculum in any country. In addition, the distribution of literature and informational standards indicate about a 50% division between imaginative literature and informational texts in the English language arts/reading class at all grade levels, a division that is inappropriate at the secondary level given English teachers' academic background and what they are prepared to teach based on their undergraduate or graduate coursework. Moreover, there is an implementation issue that is not addressed; Common Core does not make it clear that English teachers will need to take academic coursework (or a significant amount of specific professional development) in history and political science to understand the historical context, philosophical influences, unique features, and national and international significance, historically and today, of the foundational documents they are being required to teach students how to read.

2. "Appropriate in terms of their level of clarity and specificity."

Many standards are paraphrases of the "anchor" "college and career readiness standards." Many others are unclear in meaning, not easily interpretable, or unteachable. The "college and career readiness standards" that govern all grade-level standards have no discernable academic level; for the most part, they are simply a set of poorly written, confusing, content-empty, and culture-free generic skills with no internally valid organization of their own. They cannot serve the function academic standards are intended to serve—to frame a curriculum with common intellectual goals that build coherently from grade to grade. Nor can they (or do they) serve to generate academic grade-level standards in coherent learning progressions. (See Milgram and Stotsky, 2010, for a detailed explanation.) Moreover, they dictate a muddled and prescriptive approach to vocabulary study.

3. "Comparable to the expectations of other leading nations."

The two English-speaking areas for which I could find assessment material (British Columbia and Ireland) have far more demanding requirements for college readiness. The British Commonwealth examinations I have seen in the past were far more demanding in reading and literature in terms of the knowledge base students needed for taking and passing them. No material was ever provided to the Validation Committee or to the public on the specific college readiness expectations of other leading nations in mathematics or language and literature.

4. "Informed by available research or evidence"

No evidence was ever provided to the Validation Committee supporting the specific "college and career readiness standards" as a group and their use as an organizing scheme for generating grade-level standards. In fact, the evidence that can be located is either counter-evidence or misinterpreted evidence (see Stotsky and Wurman, 2010). Nor is there clear evidence that career readiness is similar to college readiness.

5. "The result of processes that reflect best practices for standards development."

I am unaware of any study providing information on "best practices" for standards development aside from my own published work in a Brookings Institution publication (Stotsky, 2004) and a Peter Lang collection of essays (Stotsky, 2000) and my own recommendations to Senate and House Committees on Education in the Ohio and New Jersey legislature (Stotsky, 2009a; Stotsky 2009b). Based on my experience in the Massachusetts Department of Education from 1999-2003, where I was in charge of the development or revision of Massachusetts K-12 standards in all major subjects, and on my extensive experience in local government on a variety of committees for different boards, my judgment is that almost every aspect of the process in which Common Core's standards were developed profoundly violated almost all civically appropriate procedures for the development of what would become a major public document (see Wurman and Stotsky, 2010, for details, as well as the model procedures used by the National Mathematics Advisory Panel on which I served from 2006-2008, outlined from p. 79 on in its final report of March 2008).

6. "A solid starting point for adoption of cross state common core standards."

For the reasons given above, I cannot affirm that Common Core's final standards are worthy of being our "national" standards.

7. "A sound basis for eventual development of standards-based assessments."

Based on the analyses cited above, Common Core's standards are an unsound basis for the development of common assessments. Moreover, in order for test developers to develop "curriculum-based" assessments, they will essentially remove control of curriculum from the local level if not the state level.

Sincerely yours,
Sandra Stotsky
Member, Massachusetts Board of Elementary and Secondary Education
Professor of Education Reform, University of Arkansas

References

Sandra Stotsky. (2000). The state of literary study in national and state English language arts standards: Why it matters and what can be done about it. In S. Stotsky (Ed.), *What's at Stake in the K-12 Standards Wars: A Primer for Educational Policy Makers* (pp. 237-258). NY: Peter Lang Publishers.

Sandra Stotsky, with Lisa Haverty. (2004). Can a state department of education increase teacher quality? Lessons learned in Massachusetts. In D. Ravitch (Ed.), *Brookings Papers on Education Policy, 2004* (pp. 131-180). Washington, DC: Brookings Institution.

Sandra Stotsky. (2009a). Why Ohio needs world-class content standards for K-12, and how to get them. Invited written statement and testimony for a Hearing of the Ohio Senate Education Committee on April 15, 2009.

Sandra Stotsky. (2009b). How to develop internationally benchmarked mathematics standards (as well as standards for other subjects). Invited written statement and testimony for a Hearing of the Joint Committee on the Public Schools, New Jersey State Legislature, June 3, 2009.

Ze'ev Wurman and Sandra Stotsky. (February 2010). Why Race to the Middle? Pioneer Institute White Paper No. 52. Boston: Pioneer Institute.

R. James Milgram and Sandra Stotsky. (March 2010). Fair to Middling: A National Standards Progress Report, Pioneer Institute White Paper No. 56. Boston: Pioneer Institute.

Sandra Stotsky and Ze'ev Wurman. (May 2010). The Emperor's New Clothes: National Assessments Based on Weak "College and Career Readiness Standards," Pioneer Institute White Paper No. 61. Boston: Pioneer Institute.

(Added On Line At:

)

#7L HB 1461
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As a former public school educator in North Dakota (early 1990's) and current Lutheran pastor, I would strongly urge congress to oppose common core in every way possible. The end result of EVERY "one size fits all" effort by the state or federal level departments has always been very negative for children. I am sure others will give plenty of statistics and research on that.

Let's learn from history and stand on what we know is best for educating young people. That is more local control and parental decisions regarding standards for our children. As a parent, I know too well that if I individualize standards for my kids, they flourish many times greater in knowledge, interest in reading and math and research, confidence, and overall attitude toward learning.

The common core preparers embrace an ideology that is called "the conveyor belt" mentality. While it may sound good on the surface, it really produces mediocrity instead of excellence, group think instead of creativity, apathy instead of excitement toward learning, and a false perception of how well they know subject matter and what sort of work ethic it takes to excel.

Again, please seriously consider rejecting common core along with the ideology it is packaged in.

Thank you,

Jeff Hoverson , Minot ND

#7m HB1461
2/2/15

TESTIMONY ON THE ISSUE OF NORTH DAKOTA'S WITHDRAWAL FROM THE COMMON CORE NATIONAL STANDARDS

House Bill HB 1461

By Pamela Sund

February 2, 2015

After researching Common Core for nearly four years, I have concluded that Common Core is an elitist, technology focused, data gathering enterprise that has little to do with improving the quality of U.S. or North Dakota K-12 education. The Common Core project was created by powerful, politically connected individuals, whose aim is to control state education through federal policy, multiple consortiums, and education technology businesses, all with funding from both private entities and the federal government.

In tandem, these private and federal entities launched an assault on the autonomy of state K-12 education nation-wide, without state legislative authority, without school board authority, without wide-spread teacher and administrator buy-in, with no parental approval, and with no community or citizen tax payer approval. This lack of stakeholder buy-in includes both the content of this overhaul and the funding.

Only by rescinding the Common Core K-12 standards and by withdrawing from the Smarter Balanced Consortium, can the state of North Dakota regain state and local control of K-12 education.

To understand the comprehensive federal plan to subvert state education systems, view the U.S. Department of Education 2011-2014 Strategic Plan at the web address below. Pages 20-23 outline the basic reforms for K-12 education. These reforms align with the Common Core project objectives. This document proves, to this writer, collusion between Common Core creators and the federal government. The 2014-2018 Strategic Plan is also available at the DoED web site.

http://www2.ed.gov/about/reports/strat/plan2011-14/plan-2011.pdf

In Arnie Duncan's Strategic Plan opening statements, he introduces the plan as "comprehensive education reforms." Here is a sampling:

"Reaching the President's goal will require comprehensive education reforms from cradle to career, beginning with children at birth, supporting them through postsecondary education, and helping them succeed as lifelong learners who can adapt to the constant changes in the diverse and technology-driven workplaces of the global economy. Our youngest children must be in early learning environments that prepare them for success in kindergarten and beyond. "(pg. 1)

The federal government, as outlined by Arnie Duncan is wresting control of U.S. "cradle to career" education. This federal migration into state education systems includes holding states aligned with Common Core and Smarter Balanced Assessment Consortium or PARCC accountable at multiple levels:

Duncan outlines federal oversight of "college and career ready" standards; teacher evaluations; principal evaluations; and school system evaluations. The federal government will monitor teacher training, as well. Add to that federal tailoring of professional development for teachers and administrators, plus individualized student interventions. **Combined, these actions put the federal government in control of multiple processes governing the North Dakota state education system--not always directly--sometimes by aligning federal policy with consortium agreements or through mandates as a condition of grant receipts.**

<u>The above reforms apply to ND all because ND DPI adopted Common Core standards and joined the Smarter Balanced Testing consortium.</u>

North Dakota must extricate itself from outside control by following the path of other state legislatures: When Governor Bobby Jindal in Louisiana, Governor Nikki Haley in South Carolina, and Governor Mary Fallin in Oklahoma realized--that through Common Core standards and assessments-- their state legislators and education leaders were losing control of state education, they rescinded Common Core through legislative action. **North Dakota must follow suit.** At least 17 states have pulled out of the testing consortiums and as I write, state legislatures are passing legislation or considering legislation to rescind Common Core altogether. The 2015 Virginia Senate has just passed a bill to ban the adoption of Common Core. Democrats in Washington state recently passed a

resolution to support the repeal of Common Core. Opposition to Common Core crosses party lines in every state where adopted. At present, there is widespread support for repeal.

SECTION II

Rationale for Supporting HB 1461: Common Core has created enormous controversy within the state of North Dakota.

As in other states, North Dakota students have become an in-state battleground for outside entities like the federal government, Achieve, Inc. the CCSSO, McREL, and the Smarter Balanced Testing Consortium, among other entities. **The Common Core controversy is harmful to the education and morale of many students, their parents, and North Dakota teachers. According to reports by some North Dakota teachers, administrators have cautioned them not to speak publically against Common Core. (Representative Kasper has been contacted by teachers who fear retaliation for speaking out against Common Core; teachers have reported these facts in social media, at Stop Common Core ND). This is a violation of teachers' free speech rights, and litigation could follow. Teachers should not be coerced into denying their professional judgment in favor of think-tank and Washington D.C. solutions to North Dakota education standards, curriculum, and testing. Common Core must be repealed to secure freedom of intellectual thought, speech, and practice for ND teachers.**

SECTION III

Rationale for Supporting HB 1461: Legal Challenges: The Supreme Court and Parental Rights in the Education of Children

North Dakota DPI ushered the Common Core project into the state surreptitiously, keeping many stakeholders largely uninformed, including parents of ND school children. **Is ND DPI not aware that North Dakota parents have the right to direct the education of their children, even in the public school system and in partnership with the public school system?** This is a fundamental constitutional right in our democratic system. View the paragraph below from "Decisions of the United States Supreme Court Upholding Parental Rights as "Fundamental'" by Christopher J. Klicka:

"The Supreme Court of the United States has traditionally and continuously upheld the principle that parents have the fundamental right to direct the education and upbringing of their children. A review of cases taking up the issue shows that the Supreme Court has unwaveringly given parental rights the highest respect and protection possible . . . The Supreme Court uses strong language in asserting that children are *not* 'the mere creature of the State.'"

Reference: http://www.hslda.org/docs/nche/000000/00000075.asp

Parents are to be partners with local and state government in the education of **their children, not intruders. North Dakota DPI officials are treating parents as bystanders, as intruders in the education of their own children,** yet DPI works closely with the federal government and consortium entities as they usurp control of the standards, curriculum, testing, and data collection of ND school children. **This should alarm legislators who have the power to prevent the usurpation of state education by outside entities. Common Core must be rescinded to assure parents that the ND education system will be responsive to their needs, with jurisdiction in the state, not outside of ND through consortiums and through federal mandates in return for grant monies, such as funds to update the ND State Longitudinal Data System.**

SECTION IV

Rationale for Support of HB 1461: The Common Core project is based on false premises. If there isn't a problem, don't fix it.

Kirsten Lombard, editor of *Common Ground on Common Core: Voices from across the Political Spectrum Expose the Realities of the Common Core State Standards,* along with many others, believes that perceived problems with U.S. education are, in part, a "manufactured crises." **Lombard sums up Professor Christopher H. Tienken's ideas on this subject thus: ". . . student performance on international assessments, such a TIMSS and PISA, has been used to manufacture a false perception that the United Sates is significantly lagging behind other nations as and risks becoming irrelevant in the global economy."**

The "perception of crisis," Lombard points out, again, in response to Professor Tienken's writings: "has driven an incorrect conclusion that increased centralization and standardization of education are necessary in order to produce U.S. students able to compete with top-performing cohort groups around the world."

In other words, our U.S. schools and students may not be performing as poorly as the public has been led to believe. In point of fact, North Dakota has one of the highest high school graduation rates in the nation, at 88% in 2013. What benefits are there to fixing a system that is not broken? Why disrupt the North Dakota school system's entire standards, curriculum, and testing structure and outsource decisions and policy making to outside entities?

Dr. Jessica Shryack (PhD, Educational Psychology, University of Minnesota, 2009) clarifies larger implications of academic standards, including the Common Core standards:

On the subject of Common Core standards: "Whose standards? [Dr. Shryack inquires] A standard implies that there is a skill or learning level to be met. **Absent a national conversation on the purpose of education, standards will reflect the values, expectations, experiences and biases of the people who developed them.** Who has decided which skills and what learning are most important, generalizable across all people? **Who has decided the current Common Core standards should comprise a *standard* education in every community, for every child?** Unless the Common Core standards included thousands of conversations with teachers, parents, public health workers, farmers, single moms, families, and children themselves, among others, **I think a set of standards has been created that will unfairly tip the scales in favor of those who are already highly educated, upper income and who have access to the power to push for their legislation. This is not especially democratic. It's not actually democratic at all."** **Reference: Personal Telephone Interview, Jan. 30, 2015.**

CONCLUSION: The Common Core standards are copyrighted by two organizations, the CCSSO and the NGA, and they are not a "gold" standard set of benchmarks. They are not state owned and managed. If North Dakota teachers, administrators, parents, and students, find the standards deficient, no changes

can be made to modify and improve the standards. North Dakota must regain control of its own state created standards and curriculum to regain autonomy of its education system.

SECTION V

Rationale for Support of HB 1461: Common Core Does Not Comport in Spirit, Content or Practice with North Dakota Constitutional Objectives for Public Education

Please review North Dakota Article VIII, Sections 1 and 3 below:

ARTICLE VIII
EDUCATION

Section 1. A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislative assembly shall make provision for the establishment and maintenance of a system of public schools which shall be open to all children of the state of North Dakota and free from sectarian control. This legislative requirement shall be irrevocable without the consent of the United States and the people of North Dakota.

Section 3. In all schools instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and respect for honest labor of every kind.

In keeping with the spirit of the text above, Dr. Shryack offers the following:

"What purpose does education serve? Education should do many things for individuals and society. A few of these include: cultivation of self-awareness; developing curiosity and a thirst for learning; formation of character based on honesty and integrity; creating mutually beneficial connections between individuals and their communities. Does legislation requiring Common Core standards help our young people develop these skills and characteristics?"

CONCLUSION: The Common Core project does not consider individual state expectations, ideals, and requirements for education. North Dakota ideals as outlined in Articles VIII, 1 and 3, are undermined by Common Core standards, curriculum, and testing. For example, by imposing their own philosophical education objectives, Common Core creators upend the purpose of literature, which is to assist in the creating the ethical individual with the ideals outlined in ND Article VIII in mind. In fact, as Common Core creators David Coleman and Susan Pimentel point out: **curricula which "distracts or is at odds with the Common Core must be pared away."** What is left are the educational values, not of North Dakotans, but of social engineers from think-tanks and federal agencies.

Reference for quotation above:
http://dmfa3ba8wpnh6.cloudfront.net/00/000147887cd534a7df9b7cbc810001/file/122463-PublishersCriteriaforLiteracyforGrades3-12.pdf

SECTION VI

IF NOT COMMON CORE, WHAT? WHAT DOES LEAD TO HIGHER LEVELS OF STUDENT ACHIEVEMENT?

What are the factors that do affect student achievement in K-12 education? Common Core and College and Career Ready objectives have been promoted as a panacea for U.S. education woes. They are not.

There are many factors that influence student achievement much more significantly than uniform standards. Among the leading indicators of low achievement are, though not necessary in this order: poverty; lack of parental involvement; poor attendance; lack of quality teaching and teacher support, too many substitute teachers; lack of peer, adult, and community support; multiple risk factors like drug and alcohol use, among many others.

Leading indicators for high levels of achievement include: the socio-economic status of parents: students in higher income families consistently achieve at higher levels. **Additional factors include**: high levels of parental involvement; consistent attendance; parental engagement with teachers; good study habits;

self-motivation; support from peers, adults, and the community; good personal health habits

Parental involvement in education the primary factor in high-level student achievement, not slight variations in educational standards: Significant findings on this topic from an article on the Missouri Department of Education web site include the following:

1). "Lack of parental involvement is the biggest problem facing public schools today"; 2). "The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school" **3). "Parents' perceptions that their children and school want them to be involved."**

Conclusion: The Common Core standards project disregards the most significant factors that lead to higher levels of student achievement. There is no empirical evidence that Common Core standards and their aligned standardized tests will improve college and career readiness or higher student achievement. Common Core in North Dakota must be rescinded in order to use available resources to support achievement factors that do have a track record of improving student success.

SECTION VII

Rationale for Supporting HB1461: Common Core damages relationships

The relationships students need in order to achieve in the academic setting include the relationship between the student and parent, parent and teacher, the parent and school administrator and school staff, plus connections in the community. **The Common Core project disrespects the necessary student and parent and public school bonds that produce higher achievement.** In fact, in this writer's opinion, after perusing the research, it appears that **breaking these bonds may have a significantly greater impact on student success than slight variations in academic benchmarks and standards.**

SECTION VIII

Rationale for Supporting HB1461: Legal Authority: Where is the legal authority to grant governance of the North Dakota Public School System to entities outside the state of North Dakota? Does DPI Superintendent Kirsten Baesler have the legal authority to enter into inter-state contracts with Smarter Balanced Testing Consortium? Can ND state officials sign contracts with entities, not knowing what future fiduciary obligations that entity will require of the North Dakota taxpayer and legislature? Do North Dakota DPI officials have the legal right to outsource standards and curriculum decisions to outside sources?

SECTION IX

Rationale for Supporting HB1461: Students are Individuals, with unique and varying aptitudes, talents, predilections, motivations, and even deficits. These attributes make them unique human beings. The humanity of each child needs to be considered in the educational setting. A one-size fits all approach to education denies the personhood of the individual.

Students are side-lined in their own educational process, in their own ability to carve out their own independent, inner-motivated individualized personhood. The self-reliant person is the core of the American experiment. **The Common Core project does not show proper respect for the individual in the education process.**

As pointed out in **"Increasing Student Success through Instruction in Self-Determination"**: "Numerous studies have found that students who are more involved in setting educational goals are more likely to reach their goals. When students perceive that the primary focus of learning is to obtain external rewards, such as a grade on an exam, they often perform more poorly, think of themselves as less competent, and report greater anxiety than when they believe that exams are simply a way for them to monitor their own learning. In addition: **"Self-determination research has also identified flaws in high stakes, test focused school reforms, which despite good intentions, has led teachers and administrators to engage in precisely the types of interventions that result in poor quality learning."**

Reference for quotes above: APA article: "Increasing Student Success through Instruction in Self-Determination." https://www.apa.org/research/action/success.aspx

CONCLUSION: Common Core homogenizes the learning process. Students succeed at higher levels when their own individual strengths, aptitudes, and desires are considered in the learning process. North Dakota must rescind Common Core and Smarter Balanced aligned tests to insure that each North Dakota student is treated as a unique individual with a unique learning style. Only teachers in the classroom can determine the approaches that are effective for each child, not Washington D.C. data crunching bureaucrats.

SECTION X

Rationale for Supporting of HB 1621: DATA: Largely through grant monies to states for State Longitudinal Data Systems, among other data collection systems, there is an increase in data collection of North Dakota school children without student or parental consent.

Please review testimony on data collection from expert witnesses. (Note that North Dakota has revised its SLEDS data system to comport with federal requirements after applying for and receiving a federal grant.) **Required in return for receiving the funds, a digital dossier follows each ND child from K-12 all the way into the workforce, per the requirements, as I understand it, of the federal/DPI SLEDS contract. There is no guarantee that this data will be de-identified in the future or protected. There is no guarantee this data will be kept private or that privacy will not be breached. Without consent, isn't data collection is a violation of student privacy?**

The most important data questions are: Did North Dakota parents and students give DPI and the federal government permission to follow them "cradle to the work force?" And why does the federal government need this data? What is the federal government going to do with this data? Who will the data be shared with?

CONCLUSION: Is the privacy of ND students is being violated by the collection of massive amounts of data without student and/or parental consent? Law makers, students, parents, and the community should be informed about exactly what data is collected on each student, at each level of the process, from

"cradle to workforce." This information should be made public. ND DPI should be required to furnish information on what data is collected, how it is collected, and who has access to student data.

IN CLOSING: Regaining state and local control of education is the over-riding reason to repeal Common Core and to remove North Dakota from the Smarter Balanced Testing Consortium. Additional factors include those outlined in my testimony and in the testimony of others, not the least of which is aligning ND standards, curriculum, and testing with the spirit and practice of the ND Articles on Education.

Many aspects of Common Core could end up in litigation. So what is the return on North Dakota's investment in Common Core standards, curriculum, testing, and data collection if facets of this enterprise are deemed unconstitutional? What is the gain, and why take the risk?

Common Core is, indeed, risky business. North Dakota school children deserve a system of education controlled by their parents, their local school boards, North Dakota teachers, and their state officials. As lawmakers and leaders in our state, please settle for nothing less. When Common Core is dismantled, as increasing numbers of states rescind, what will North Dakota do then? A proactive move is the state's best option. I ask you to vote yes on House Bill 1621.

#7N HB 1401
2/2/15

My name is Mary Friesz, I am the mother of 4 children who are 24, 18, 11 and 9. I have had a child in the public school system for the last 18 years. Never before have I been more against a set of standards being adopted by our state until now.

My youngest daughter, who is 9 and in the 4th grade, has been most affected by these standards. I chose to opt her out of all assestment tests and surveys that are not teacher generated before school started in the fall of 2014. I chose to opt her out due my concern of excess testing and the data that is being collected from these tests.

During parent/teacher conferences last fall, the principal attended my daughter's conference in hopes of discussing my decision to opt my daughter out of assessments. Never before have I attended a child's conference that was not to discuss my child's progress but instead to discuss a parental decision regarding how a child is to be educated. My daughter also attended the conference and the principal's presence made her assume that she was in trouble for something and would be penalized for it during conferences. I refused to discuss my decision with the principal during conference time but did so after our scheduled conference without my daughter being present. At this meeting numerous attempts were made to persuade me to change my mind and was also informed that opting my child out of assessments and surveys was not an option. During this meeting I questioned the data that is being collected on my daughter; I was told there was no way for the school system to collect data. Children are identified by a number and there was no way that that number could correspond to a particular child. My concerns regarding data collection and the security of that data were dismissed by the principal.

In January 2015 I attended my daughter's 504 meeting, after discussing the accommedations that are currently on her 504 it was mentioned that she would most likely be removed from the System 44 reading program. System 44 is a foundational reading program designed for the most challenged and struggling readers in grades 3-12. My daughter has been participating in this program since December 2013. When I questioned why she would be removed I was informed that because I opted her out of the STAR assessment test there was no way to test for comprehension. To my understanding this is the first year the STAR Assessment test was given. The following week I followed up with the reading teacher and questioned if comprehension is measured by the System 44 computer program itself, through the tests my daughter takes or by the teacher herself and in fact comprehension is tested in all 3 of those ways. Also according to the programs guidelines a child can only be removed by a parental request, leaving school or graduating from the program. If they graduate from program they would then move on to the Read 180 reading program. I did not request my daughter be removed nor is she close to completing the program. The threat of her removal did not meet any of the appropriate criteria that are built into the program. I am happy to say after numerous emails and conversations with the school they will be keeping my daughter in this intensive intervention program.

My daughter has anxiety issues that are normally controlled with talk therapy, coping skills that we practice daily and occasionally medication. I have witnessed her level of anxiety increasing in the last two years to the point where she becomes physically ill

before school. Unfortunately her doctor has not been able to find a medication to control her anxiety levels. We are now facing the issue of a 22 pound weight loss since September 2014. According to two of her doctors the weight loss is caused by the increase in stress and anxiety that she is not mature enough to handle.

I also have an 11 year old daughter who is in the 6th grade. Since the Commom Core curriculum has been adopted I have witnessed an alarming change in how math is being taught. In years past a child was taught a strategy for executing different concepts in math but if their mind processed math differently it was ok. As long as a child was able to show there work and obtain the correct answer the problems was correct. No longer is this how children are being graded. On numerous occasions my daughter has failed assignments because she did not follow the same method that was being taught. Keep in mind all work was shown and the answers were correct. I have met with her math teacher and the vice-principal with my concerns and it has been explained that this is how math is taught and graded since the adoption of the Common Core curriculum. The math curriculum being used in my daughter's school is Engage NY and states Common Core on every page.

Over the last four months my daughter's love of math has been destroyed and her self esteem has plummeted. No longer do I have a confident child who believes that with hard work she can accomplish anything. I now have a daughter that verbalises what a failure she is and she is now willing to accept an F on an assignment because she doesn't understand how the teacher is trying to teach her. She routinely has panic attacks when math tests are given and needs to be removed from the classroom. Just last week she missed two days of school because the thought of her upcoming math test cause her to be sick to her stomach and have nose bleeds.

In less than 4 months the school system has destroyed my child's self esteem and to make matters worse she is entering into a critical time of her life where self esteem is so very important. I now have the task of trying to rebuild her self esteem while she is still in the environment that destroyed it. I have gone so far as to purchase a math curriculum that we are learning at home. She is seeing a therapist twice a month and is now on medication for depression.

Every child is unique and needs to be treated that way. There is no question in my mind that the Common Core curriculum needs to be removed from our state and local control needs to be re-established if we want to have healthy successful children. Parents need to be able to determine what is in the best interest of their children. If a parent chooses to opt their child out of assessment test and surveys there should be no ramification to the child.

70 HB1461
2/2/15

Mindy Backsen
701-220-9553
Bismarck, ND
District 8

Testimony to support HB 1461

I want to bring to light the North Dakota Common Core Standards Feedback Survey.

This survey was the Department of Public Instruction's attempt to show "public feedback" on the Common Core Standards, as effort to show a fair process I would assume. I am going to highlight the key points within the survey as I feel our teacher's voices were pretty clear in the comments they provided.

However, it is also clear that their comments and feedback was never taken into consideration and I would go as far as to call it a sham. Reason being this;

- **June 2010**: Governor Hoeven & Superintendent Sanstead signed the Smarter Balance MOU, **agreeing to adopt the Common Core Standards.**
- **September 2010**: The North Dakota Common Core Standards Feedback Survey was distributed (I use that term very loosely).

To reiterate the point above, **we had already agreed to adopt the standards by signing the MOU 3 months prior to this survey being distributed.**

Second point: Proponents of Common Core continue to "reassure" us that 60 educators were involved in making, creating, reviewing, or vetting the Common Core Standards. However when the question was asked of the participants of this survey, after reviewing the Common Core Standards, how many would adopt Common Core, **49 answered NO.**

Third point: **The standards had to be adopted verbatim.** The DPI clearly lays out that statement in question 4 of this survey.

I have taken screen shots of this survey to illustrate the following:

- Lack of participation – fewer than 200 participants
- The statement made by DPI that our state *would adopt the standards verbatim*
- 49 North Dakotans said NO to adopting Common Core
- The overwhelming amount of concerns and issues these participants had with the Standards.

Sept 22, 2010 public feedback survey

North Dakota **Common Core Standards Feedback**

1. Please check the role that best applies.

	Response Percent	Response Count
Administrator	4.6%	7
Community Member	0.7%	1
Higher Education	3.3%	5
Parent	2.6%	4
Principal	0.7%	1
School Board Member	0.0%	0
Student	0.0%	0
Teacher	88.2%	134
Other (please specify)		9
answered question		152
skipped question		8

Given the fact that adopting the Common Core Standards would impact every English & Math classroom throughout the entire state of North Dakota, one would think they might want more feedback from our teachers.

In addition, since these standards are to "ensure" our kids now "college and career ready" I would also think that consideration of the quality of the standards would be a must by those in Higher Ed. Yet only 5 people from Higher Ed reviewed them.

4. The State of North Dakota has been invited to adopt the verbatim language and content of the Common Core State Standards in English language arts and mathematics. Adopting these Common Core State Standards as the state's official content standards means that the state's next generation of content standards would contain the same rigorous college- and career-ready standards as the majority of states nationwide. To adopt the Common Core Standards requires the state to not alter any actual Common Core Standards language, but would allow the state to include additional unique state standards or support language. If adoption were to occur, then assessment against the Common Core State Standards would be expected to begin in 2014. Do you support the state adoption of the Common Core Standards as specified above?

	Response Percent	Response Count
Yes	68.4%	106
No	31.6%	49
answered question		155
skipped question		5

49

North Dakota Teachers did not write the Common Core Standards much less did they "write" the North Dakota Standards based on the Common Core Standards. We do not have local control over these standards as they are copyrighted.

I am asking our legislature to take control back from the Federal Government give it back to our North Dakota teachers and educators. I don't like our state being played a fool and that is exactly what has happened. This is not opinion. It is backed by fact and research that has been going on in this state for the past several years.

This is your opportunity to do what is right and I expect you to do just that.

Q5. Please indicate your level of agreement with the following statements:

1	The standards are so strict that teachers are unable to tailor lessons to their class. They cannot repeat a section if children aren't getting it because they have to teach X amount of things by the end of the year.	Aug 2
2	poorly put together, does not separate out each grade making it more difficult to isolate each grade's expectations	May 16
3	There are way too many standards and the LA document is the MOST USER UNFRIENDLY document that we have ever worked with. It is too wordy. Parents are not going to have a clue as to what is expected of their children. The language and vocabulary is not geared for many of our parents and even I as an educated person do not understand much of the vocabulary and expectations. It is not a document our students will understand and shouldn't they know what is expected of them and what it is they are to learn on a daily basis? If we are supposed to post these in our classroom, these need to be in a language that students understand. The format of the LA document is awful for a classroom teacher to use. I want a document with only MY standards for my class and grade level. I do not feel it is my job to sit and translate what it is that this document is asking us to do. I may interpret and translate differently that others. The GF Public Schools put together "I Can" statements with our previous standards, they were AMAZING! Check out their website if you are not familiar with them. This is what we need and are looking for.	Mar 2
5	Although the standards are precise and easy to understnd, I am a bit nervous that the expectations are reasonable. For example, does a student really need to know standard whatever to succeed. Is it reasonable to specify a standard as "need to know" if a student will not need to know it in a non mathematics degree in college?	Mar 6, 2011 1
13	I teach kindergarten and am not sure why we need to put 2,3,4 grade material down at the kindergarten level. We seem to be forgetting that a certain am of cognitive, social, and emotional development needs to take place before abstract concepts can be learned. If we did not need to put these concepts in the kindergarten level I would agree with accepting the common core. I t is a great idea to have standards that align throughout the nation. More is I always better!	Mar 2, 2011 8

17	I am concerned about the readiness of student developmentaly for some of these standards.	Feb 23, 2011 2
18	After reviewing the standards, I feel that the expectations are too high, especially for small rural schools with limited income.	Feb 23, 2011 1
19	These standards are asking too much from students who will not attend a 4 year institution. We need to be realistic about what is best for our students. What happens if mastery is not attained by grade 8?	Feb 22, 2011 1
20	districts will need to map each grade level to avoid gaps, omissions, or repetitions. Some of the jargon is unclear, specifically in reading standards for information grades 11-12.	Feb 22, 2011 1
21	We think that the level of technology that we have in the district cannot support the standards, specifically: 9-12 Production and Destribution of Writing.	Feb 22, 2011 1
22	My biggest worry is how to structure Math classes for 9-12 math students. How do we ensure that students will be able to become proficient in all of these standards? How do we ensure that students coming to 9th grade have all the necessary tools to be succesful at the high school level.	Feb 22, 2011 1
23	I disagree with the number of standards if you are asking ELA teachers to be responsible for history/social studies, science and technical subjects reading standards.	Feb 21, 2011
24	I have a tough time believing that any student can master all of the common core standards. I realize that the higher ed institutions would love all of the students to understand how to complete the square and understand vectors and matrices. However, there are too many standards for students to gain any retention. The American curriculum a mile long and an inch deep. I feel that the common core covers too much curriculum for a high school student to master.	Feb 16, 2011 1
25	I found some of the language to be very confusing and difficult to understand. How would a parent be able to figure out what really is being asked of their child if I am having trouble as an educator?	Feb 16, 2011
26	The rigor could be adequate, but ONLY if students are truly held accountable. For example, if a student is only proficient on 10 percent of the 7th grade standards, they should not be able to move on to 8th grade. If they do, they will struggle all year and fail 8th grade math and be unprepared for high school. These standards will only work if students are at grade level each year! Also, for students to graduate high school, they'll be required to take math up through the Algebra II level. It is increasing the rigor, but unless we increase their readiness level by ensuring that they are proficient in every grade prior to promoting them to the next grade level, they will not be ready.	Feb 14, 2011

30	Upon looking at the standads, I noticed that 7th and 8th grade have their own individual standards unlike grades 9-12 where two grades share a standard and thus, there are two years to ensure that standard is met. It seems a bit excessive to have such rigorous standards (and slightly particular standards) at those two levels. It woudl be better if they could be combined somehow to not intimidate the educator.	Feb 11, 2011 7
31	It is difficult to divide standards when they are lumped into multiple grades. For example, 9th and 10th grade ELA standards go together. There should be a clear division of labor and difficulty.	Feb 11, 2011 1
32	The 8th grade standards have a high focus on linear functions. For students who are not able to think abstractly yet I feel these standards would be very difficult. I would be interested to see what research says about teaching these topics to 8th grade students.	Feb 10, 2011 9
34	Given the length of our current school day, length of school year, and time commitment for assessment and reform our teaching staff are currently undergoing there is a major flaw to the rigorous Common Core Standards. Lengthen the school day, lengthen the school year, and adjust teachers compensation or we will have a significant failure to adopting such a rigorous expectation of our staff and students under our current mode of education.	Feb 9, 2011
36	You are going to rearrange the whole mathematic structure that has occurred for the past decades is thrown out the window. I want to know why we are following the footsteps of states that have HORRIBLE math scores. Our scores rank as some of the top in the nation and yet people bigger than me have no faith in what we are teaching. This is a whole philosophical change that will require lots of funding...is ND ready to put money where there mouth is? Has not happened in the past so why will this be any different. I think if you want to ruin what we have built as math teachers...adopt these standards. Texas and California are not two states I would want to follow after they have taken the lead. What you are expecting a 6th grader to be able to do is ridiculous...being able to work with Algebra equations requires maturity and 12 year old kids are not ready for that type of work.	Feb 9, 2011 11
37	I do think that the number of standards is reasonable and that all states should have the same set of standards, what I disagree with is how much we are expecting Kindergarten students to know and to be able to do when Kindergarten is not manditory in the state of ND. I also feel that the way the new documents are set up are not teacher friendly at all. They are much more difficult than the previous Standards to understand. I went into the main web site looking at who put this document together at the national level, why is that most of the individuals are working at college level jobs? When is the last time they were in an actual classroom? I think I counted 2 actual classroom teachers out of the entire list, not one Primary level teacher, yet this is who is mandating what we teach in our classrooms. What was so great about our last set of ND Standards...they were written by actual classroom teachers. If this is who is going to be doing the teaching, why not let them write it?	Jan 17, 2011 5

39	I will address my disagree in comments below. Basically, it seems like a LOT to provide to students in one year. But my thinking is based on their coming in cold...if we have a strong implementation of this, in a few years' time, it won't be so hard.	Dec 10, 2010 1
40	I feel that some standards will be difficult to obtain in the lower grades. For example there is no mention of money after grade 2.	Dec 5, 2010 11
41	My own feeling is mixed about these standards. Standards imply an agreed level of competency that all students in a certain grade should be able to attain. Though this document suggests that these standards are only a "part" of the larger context of instruction that teachers will offer, from observation in a High School setting, teachers will ultimately teach to the standards—bypassing their own curriculum and even areas of strength in effort to demonstrate that their students successfully meet the presented standards. The standards become the curriculum—a negative consequence to a good intentioned process of improving K-12 education. That High School graduates are not ready for college is certain, however, these pages, in my opinion, don't promote the kind of student we need at the college level.	Dec 5, 2010 5
42	After reviewing both of the North Dakota drafts based on the Common Core State Standards in ELA and Math, I'm in agreement each content area provides standards that contain an appropriate level of rigor and an appropriate number of standards per grade for a given school year. However, I believe the math standards draft document provides greater clarity and promotes a greater ease in informing lesson planning and instruction than the ELA standards draft document. Although I still believe it is appropriate to align as a state to both content areas, it is my professional opinion the ELA draft document would be improved if the writing team for this content area provided further instructional examples for each benchmark. Some of this clarification may involve giving consideration to incorporating more elements of Appendices A, B, & C into the draft document.	Nov 24, 2010 2:
43	If there was an option of 'not sure..need more information' for #4 that would be my choice. The reason for 'no' on adopting the common core standards is based on several question including: How does this draft compare with current ND standards and benchmarks?; Could our current standards be enhanced for better alignment if needed?; Consider and perhaps survey school districts as to the amount of staff development and work already done and currently being done with state standards (e.g. power standards, curriculum alignment, etc.) If I knew the answers to some of these questions, I would be better able to answer this question affirmatively. I do think the draft common core standards provide the breadth and depth that students need to keep pace with the rest of our country and the world.	Nov 23, 2010 2:
47	Look at standard 6.W.6. "Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting." This is laughable to expect a 6th grader to achieve this. The standards are way too rigorous for sixth graders. The wording of the standards is difficult and therefore not going to be looked at much. Forty-two standards is a bit much to get proper focus on what is most important.	Nov 16, 2010 4

50	I think that it is a great idea to have core standards. I do think that we need to clear up the language and take some of the wordiness out of these standards. As a math teacher, I didn't even know what some of these standards meant.	Nov 10, 2010 5
52	The language is terrible, poorly written. The standards are lacking in clarity (especially in 9-10 RL 1 and 11-12 RL 1). Also, the terminology is not clearly evident. The text references an oxymoron as an example of figurative language a student should learn; meanwhile, the list is not exhaustive, or instead the concept is defined, but the term is not explicitly named. Also, there are a number of typographical errors. For example, the word rhyme is spelled "rime" as in a "layer of ice," not as in "two words that sound alike as in cat, mat, fat, or sat." Finally, I think the bulleted comments suggest that the ND standards board wants to move away from the prescriptivist language, but the references to Shakespeare and other works do appear to remain so (even if Shakespeare is an important literary figure, there are many writers that exemplify literary concepts).	Nov 9, 2010 1
53	The wording on the standards could be improved. I feel the standards need to be written in a mathematical language that is commonly used. It is important to realize that teachers in grades 6 through 8 may not be majors in Mathematics.	Nov 9, 2010 7
54	The sixth grade standards are extremely difficult to comprehend if a teacher does not have an extensive math background. Teacher in-service is a must for that grade level. Keep in mind a teacher who teaches in a K-6 school does not need to have a math major or be highly qualified in math to teach 6th grade math.	Nov 8, 2010 6
55	The standards are very poorly written. I believe that the additions to the national standards that the state have made are a needed improvement and are very beneficial, but if the original is written in such manner that a group of highly educated people need a dictionary to look up termonogly used to explain the standards, who is going to use the standards. I feel that North Dakota already pushes it students vigorously, and we should stick to what we do best, and create our own standards in a language that others will be able to understand and interpret. The National standards have the right idea, but the way they are trying to present them is unacceptable.	Nov 3, 2010 1
56	I feel the standards are too rigorous for all students. The majority of jobs today do not require a college education. We should be making sure all of our students are prepared to enter the workforce not all of them ready for college. Only about 25% need to be prepared for college and even many of those do not need the high level of mathematics indicated in the standards.	Nov 2, 2010 1(
57	The students would have to be gradually phased into these standards. It would be unreasonable to expect that students would go from what we currently do now to all of a sudden find themselves being judged by a new set of standar which they have not been exposed too before.	Oct 23, 2010 1(

58	Eighty-two pages?! Really? Much too bulky and threatening!	Oct 14, 2010 3
61	In theory more rigor is good. However, in a national educational system in which we are already being told we're lagging in math, is creating more rigor going to drive more students to dislike math? Many schools currently promote students even if they have not mastered particular topics. Will creating more rigorous standards compound the situation we already have (students with learning gaps who struggle to understand new concepts built on what was "mastered" the previous years becoming frustrated and disconnected with the subject matter) without change in the way schools are run and the fact students, in many schools, are not held accountable if their parents do not hold them accountable? The reason I ask is that I see more rigor meaning, to some extent for certain groups of students, more frustration and dissatifaction with school in general. Will there be trickle down effects from creating more rigorous academics without creating more rigorous support structures within the school to deal with student frustration and dissatisfaction? Hopefully that makes sense, it would be easier to voice in person :-)	Oct 7, 2010 2
63	If it's not broke don't fix it	Sep 28, 2010 1
64	I strongly believe that thte Kindergarten standards require too much symbolic processing for young children.	Sep 28, 2010 7
65	I feel that none of this is important if you don't change the way the standards are delivered. All Math and English classes should be team taught. There is no way students can keep up let alone move forward with one teacher to service them all. I'm amazed this has never been suggested before. There are so many more disabilities today than even 10 years ago. Without team teaching we are teaching down instead of teaching up. One teacher has to cater to the lower rather than inspire the middle and top learners.	Sep 27, 2010 4
69	I think we are already pushing our children too hard before they are developmentally ready. Some of the schools I work in have the highest drop out rates they've ever had before. We have an increasing number of special education referrals as well and I have a hard time believing that we truly have so many students with disabilities. I think they are failing not because of disability, but because they are being forced to do work they are not developmentally ready for. I think we need to push our students to reach his/her full potential, but within reason.	Sep 22, 2010
70	I feel some standards are too difficult for kindergarten.	Sep 22, 2010
71	We consistently are at or near the top of national standards and test scores. Yet we are listening to states that we are above to change our educational practices to. Those states need to look at what we are doing and implement those changes not us lowering ourselves to their levels.	Sep 22, 2010

Q6. Considering the standards as a whole, please provide an overall ra

1	There is just way too much. We are getting things covered, but how well are the students learning or are they actually learning the material. Are they retaining the material for a longer period of time than a week or two.?	Mar 24, 2011 5
5	Reading I found much easier to follow. Math was very hard to understand.	Mar 3, 2011 4
8	The basic functionality of the common core standards is ultimately successful, but the language and format used overshadows those goals.	Feb 24, 2011 1
9	There is more clarity than the current standards, but the verbiage is still very unclear.	Feb 23, 201
10	The standards are fine, I'm just concerned where they are taught at, and what do we do when the students can't learn them at the given level.	Feb 23, 2011 2
11	Way too difficult. The state does not require certain mathematics classes to be taught. I have students who take only "algebra I" and then to general/applied math classes. They would not have a chance to meet these standards, and in my opinion, requiring additional upper level classes for these students is unnecessary for their future plans.	Feb 23, 2011 2
12	The standards do not mention grammar. When is that subject to be covered?	Feb 23, 2011 1
13	The level of rigor is definitely higher then what we have now, however, I do not believe that "all" students need to master all of these standards.	Feb 22, 2011 3
14	These are considerably higher than we have right now, we do need to be sure that our students are able to compete in today's world, but we also still have a wide range of students. I'm not sure that "all" students really need to know all these standards. As a teacher, I do no know HOW to implement some of these topics, I do not know WHY a student would need to know some standards.	Feb 22, 2011 3
25	Absolutely hideous!!!!	Feb 9, 2011 1
30	What makes these standards more difficult in implementing is the extra burden it places on instructors. Instructors are required to use traditional letter grading when these standards seem to ask for a pass/fail grade. Individual schools and districts need to adopt a continuous improvement model for instruction using their own, agreed upon methods that take into account regional and individualized needs.	Dec 6, 2010 1
35	The level for sixth graders is not appropriate.	Nov 16, 2010 4

38	I don't think there is a high enough degree of specificity.	Nov 10, 2010 9:
39	This is a long document. I feel the standards need to be in place so they are quick references for teachers. The quick reference is important for preparing students for the state testing.	Nov 9, 2010 7:
40	I am concerned that these standards still do not address the problem of teaching too many standards on the surface and not going deeper to truer understanding. Also, many districts are adopting standards based report cards. When standards begin with "FLUENTLY divide..., "FLUENTLY add..." etc. How does a teacher assess "fluently"?	Nov 8, 2010 6:
41	The standards fail on two different levels. The first is that the language seems to be written by someone who was trying to sound smart and not worried about whether people can understand them. If people have to spend hours trying to interpret what they mean, they will not use them. The second area that they fail in is after you finally interpret what they are trying to say, the standards are so vague that even in our small groups we did not know how to go on. If the standards want the students to be able to distribute variables, then say that. If you want to, you can relate almost any topic taught to a national standard, so many educators are covering the standard, but may not be teaching all the material needed.	Nov 3, 2010 1:
42	The expectation that "all" students compete "all" of the Common Core Standards is unrealistic. There are thousands of students that graduate each year that does not need or want to know all of the standards listed	Oct 25, 2010 9
43	I believe this would mean that all students would have access to technology as many of these standards require more than pencil and paper skills. Will schools supply the computers, scientific and graphing calculators? Right now I have to share a set of TI-84 calculators with another teacher, so I do not have access to them everyday all day. Some schools do not have any at all. Will students be expected to supply their own computers, calculators, internet connections,... This becomes a big issue. Again, students will have to gradually be introduced to these standards. Will this require more math classes for students? Right now, many of our students are in Geometry/Informal Geometry as a senior. They will not be exposed to many of the standards above the Geometry level, and not see any of the Probability and Statistics.	Oct 23, 2010 1(
44	I understand the definite need for standards, but these are quite ridiculous! Schools had better allow several nonteaching days for teams and departments of teachers to digest this material. It's quite difficult for individual teachers to absorb and teach ALL of this in a nine-month, fifty-minute segment per day of time. (By the way, the fifty minutes is almost always interrupted!)	Oct 14, 2010

47	A concern I have is that by moving more difficult topics to lower grades, will those teachers be ready to teach that content? 6th - 8th grade teachers don't always have math degrees. They can have elementary teaching degrees, with significantly less math background. Will they be able to teach the new content adequately?	Sep 25, 2010 1
48	Not user friendly. I am sure those people that participated in creating the standards understand them clearly. However, as a person who has seen them for the first time, they are confusing.	Sep 23, 2010
49	They are very overwhelming and not very user-friendly in the way they are worded and presented.	Sep 22, 2010
50	The standards are well written and clear, but that does not mean they are in the best interest of our children.	Sep 22, 2010
51	This is a very intimidating document when first opened and contains many words that most instructors would never use within their individual classroom. The past few years we have worked hard to make documents more user-friendly and this does not follow that trend.	Sep 22, 2010

Q7. Do the standards cover everything that is important for all students to k

2	Where is penmanship? We as educators, are having difficulty understanding what is to be required therefore if gaps between grade levels occur, we are unable to identify them because of all the unnecessary terminology. Example: in 1.RL.5 instead of all that is there, why can't we just say Explain differences between Fiction and Nonfiction?	Mar 24, 2011
31	From what I have read, there is not enough about vocabulary "decoding" or other reading strategies.	Feb 23, 2011
33	No - nothing will. In fact, they are too narrow, leaving little room for interpretation and taking some decision-making out of teachers' hands. We know our students capabilities; these standards are too strenuous for some. Furthermore, the standards do not mention the teaching of grammar.	Feb 23, 2011
34	I think some are rather rigorous given the time we have to teach all these standards. The writing standards require so much more time than what we have to adequately teach them.	Feb 22, 2011
40	There is more required in this document of all students that is really needed. Not all students need to meet this rigor.	Feb 22, 2011
42	The speaking and listening standards have been reduced from what was there before. 11-12.SL.1.a-d has nothing to do with public speaking. It seems a weak standard and is something that is required of students across the curriculum, so I don't believe it should be in the ELA standards.	Feb 21, 2011
48	Too much emphasis on informational text in 9-12. Fiction needs more consideration.	Feb 14, 2011 1

55	The current standards include teaching experimental and theoretical probablitiy 8.3.4. They also include ways to display data besides a scatter plot 8.3.2 and 8.3.3.	Feb 10, 2011
61	NO...not all students need to know everything that is in the standards and especially not where they are being taught. By the time ND gets on board the rest of the nation will be dropping this and then what do we do.	Feb 9, 2011 1
66	I feel that some items have been left out, but more importantly, they are expecting way too much from Kindergarten students in both sets of standards.	Jan 17, 2011
69	Yes, and then some, with one exception that I found. Under the Speaking and Learning, little attention was give specifically to AUDIENCE ANALYSIS. It was implied with comments of choosing the language. 8 SL4 seemed to put too much on the wording and too little on the PRESENTATION which is key in speaking. It was in 8 SL.6 where I think audience analysis needed to be more specifically addressed.	Dec 10, 2010
70	Yes, but I question when they will be taught. I've noticed that the standards state that all sums of one digit problems will be memorized by second grade, but doesn't have any mention of differences. Also, the 3rd grade standard states that one digit multiples with be known, but does not mention quotients.	Dec 5, 2010 1
71	One area that I feel that the standards fall short is in relation to the range of writing (W.10). Not enough emphasis is placed on the habit of writing—writing as a process of thinking and discovery. Other concerns/comments: 9-10.SL.1: Holding teachers accountable to getting their students to "come to discussions prepared, having read and researched material under study" seems unfair. At every level, the responsibility ultimately falls on the student. The consequence of a bad grade is not a motivating factor for all students. 9-10.W.7: Incoming college freshman have mastered the five-paragraph theme essay (a school invented genre). But they fail to see writing as a way of thinking. Students are unaware of the historical purpose of the essay—to attempt—and involve a discursive discourse that may begin without the knowledge of how it will end. Students consistently view writing as something you do after you know what you want to say. This is counterintuitive. 9-10.L.3: This is a good pursuit. Many freshman writers are unfamiliar with MLA and APA formats—a staple expectation at the college level.	Dec 5, 2010
78	In our ND standards now for kindergarten, there is telling time to the hour and recognizing and knowing the value of a penny, nickel, dime. I didn't see this in the 2010 draft and I believe this is a very important skill and we need to keep it in the kindergarten standards! Many of the students in my school district can't count change, so keeping this standard is very important!	Nov 15, 2010
85	I believe some of the standards are above what some students need to know. HS.N-CN.1 and HS.N-CN.2 are not standards that every student needs to know. There are many occupations where imaginary numbers are not used. In fact, in most occupations.	Nov 9, 2010
86	A concern I have is that these standards are somewhat vague and leave some intrepretation up to each teacher. For instance when reading 6.EE.1 can we assume that Order of Operations should be taught at this time? Divisibility rules are not addressed in the Common Core at all.	Nov 8, 2010

104	There needs to be more emphasis on decoding strategies to mirror the emphasis on comprehension strategies -- there are multiple ways to decode words.	S
105	I feel that none of this is important if you don't change the way the standards are delivered. All Math and English classes should be team taught. There is no way students can keep up let alone move forward with one teacher to service them all. I'm amazed this has never been suggested before. There are so many more disabilities today than even 10 years ago. Without team teaching we are teaching down instead of teaching up. One teacher has to cater to the lower end rather than inspire the middle and top learners.	S
106	What about Penmanship?	S
113	More than anyone can ever cover within on instructional year.	

Q8. Do the standards include anything that students don't need to know?

2	Some of the specificity in the Conventions sections of the standards add too much micromanagement. These are ND additions to the common core, and they detract from the goal of creating learners who are career and college ready. If teachers are given lists of parts of speech details (such as subdivisions in pronouns, verbals, etc.), teachers will continue to teach with grammar exercises and worksheets, rather than focus on developing students into complex writers who have mastery over language use.	Mar 11, 2011 12
4	I belive that there are many. Most college degrees desire College Algebra as a core general class as well as taking a stats class. I feel that the standards for pre requisite for these courses are a must.	Mar 6, 2011 1
6	I have not researched them enough to make this opinion.	Mar 3, 2011 5
19	Math: K.OA.3 - K.NBT.1 - too abstract at the kindergarten level. English/Lang. Arts: K.RI.8/K.RI.9 - standards indicate mastery of a skill, this is an introductory skill that tends to be too abstract for kindergarten students. K.W.5/K.W.6 - this is TOO advanced for writing expectations at the kindergarten level. ND standards have them at the 3rd and 4th grade level which is where they need to stay. It does not matter the amount of guidance and support given it is out of our league.	Mar 2, 2011 8

K.L.4 b & d - too advanced for kindergarten level - they should be removed and left at the 3rd grade level.

30	Many things that the "average" student does NOT need to know to be successful in the work force or in non-math related college majors. (This includes + standards, and non + standards)	Feb 23, 201

31	I feel they include topics/expectations that are too difficult for some students. Some students are not at the point where they can reach the top levels of Bloom's Taxonomy, even with the evident scaffolding from year to year.	Feb 23, 2011 11
32	I don't know if third graders need to be able to write complex sentences. Most of them are doing well if they can write a compound sentence.	Feb 22, 2011 9:
33	Debatable	Feb 22, 2011 3:
34	Radians -- this is a measure used in Calculus! Imaginary numbers...not necessary for all studnets! All the probablity and statistics, yes some but not all. Logarithms,,,,,,completing the square....when is the last time anyone did this if they are not a MATH teacher!	Feb 22, 2011 3:
35	Yes, not all students are college bound. For example: HS.F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Why does the "average" student need this?	Feb 22, 2011 3:
36	Perhaps too much empahsis on informational text.	Feb 22, 2011 2
40	11-12.RI.8 does not seem like an ELA standard. Why is it specific to so much social studies information? Should ELA teachers really be teaching "Constitutional principals . . . legal reasoning . . . [and] US Supreme Court majority opinions"?	Feb 21, 2011 4
41	8.G.9 - students do not need to "know" the formulas for volume of cones, spheres, and cylinders. If they ever need to find these in real life, they'll just google what the formula is. They need to know how to use a formula, not memorize it. There are many other things worth memorization. This is not one of them. 8.G.6 in math - there is no reason why an 8th grader needs to know how to explain a proof of the pythagorean theorem and its converse. They should be able to understand the concept and use the theorem and its converse, but why focus on explaining a proof. Many 8th graders are not ready to think so abstractly to be able to explain the proof, but they are able to use it.	Feb 14, 2011 9
47	I don't know, considering the education level of 9th and 10th graders, that seminal U.S. documents should be so clearly stated. It either seems that these documents shoud be analyzed in 11th grade, which is typically the American Literature year, or placed into American History, which is still 11th grade. Tenth grade, if anything, is considered more of a general English or a World English class.	Feb 11, 2011 7
48	For students with processing difficulties, it is too much to cover in a year.	Feb 11, 2011 10:2
55	Too much to list.	Feb 9, 2011 1
56	Yes...higher level. Is development of the brain being considered?	Feb 9, 2011 1

62	I question the sophistication of some of the standards in three areas. The first area is in terms of research and citing (all levels)—knowing how to paraphrase and integrate quotes let alone cite them. These would be appropriate WITH explicit guidance. I find it hard enough to get my older students to understand the concept! My second area is with the use of allusions. STudents' knowledge base of the Bible is practically non-existent anymore. There is some knowledge of mythology, but dependent on what prior instruction they have had. The third area of concern is with some of the expectations of listening and responding in groups. Students are expected to merge ideas? Create bridges in ideas? I think that is pretty sophisticated for 6-7-8-. An additional area of concern is the reliance on technology. We still have areas in our state where technology would be an issue unless ALL expected behavior with it were within the walls of the school. I have a concern with 7L1.c: I didn't catch on to that until college, although I think it would be doable but maybe a little later—9th grade? Infinitives and verb tense are grammar that could be handeld, but gerunds/verbals et al, is a bit above understanding at THIS point. Again, as we work toward this, and all grades follow these, it will become less and less of an issue. I also had a concern with 7L3a: I think we need to address spelling in natural flow of writing and in using technology correctly to identify misspelled words.	Dec 10, 2010
76	Some of the standards that are listed for the common student, I feel are for the advanced student. How do we handle students with learning disabilities that struggle to learn complex mathematical procedures?	Nov 9, 2010 7
77	I am concerned that students will not be cognitively ready for the rigor of some of these standards.	Nov 8, 2010 6
79	Yes, how are sixth graders suppose to solve standard deviation when square roots are not required learning. There needs to be an oversight comittee to go through and fix all of these obvious mistakes.	Nov 3, 2010 1:25 PM
81	I do not think that all students need to know trigonometry and high level statistics.	Nov 2, 2010 10
85	The standards on vectors is at too high of level for every students. I currently teach pre-calculus and include all of the vector material but the students in my informal geometry class would not be able that level of understanding. The trigonometry material is also to complex for every graduate	Oct 25, 2010
96	Kindergarten needs to be MUCH less academic – these are young children!	Sep 28, 2010
97	I feel that none of this is important if you don't change the way the standards are delivered. All Math and English classes should be team taught. There is no way students can keep up let alone move forward with one teacher to service them all. I'm amazed this has never been suggested before. There are so many more disabilities today than even 10 years ago. Without team teaching we are teaching down instead of teaching up. One teacher has to cater to the lower end rather than inspire the middle and top learners.	Sep 27, 2010 4:47

99	8.G.9 - 8th grade students do not need to "know" the formulas for volume of cones, cylinders, and spheres. It is more important that they are able to use the formulas. As adults, if they need to calculate these things, they'll google the formula, and have it in 2 seconds. They need to be able to use it, not memorize it.	Sep 25, 2010 1

Q12. Other comments:

1	1. We can not find any reference to any penmanship standards in K-2. 2. We do like being able to look at the document and follow a standard across K-2 but we also what a document that has only our grade level standards. 3. We have spent over an hour reviewing this document, and we have barely scratched the surface. 4. The following teachers took part in this and beside each name I did put present grade level and years of experience. Cindy Arndorfer Kindergarten 26 years Sandy Marion 1st Grade 37 years Sandra Held 2nd Grade 35 years Krista Warbis 2nd Grade 9 years Ardath Burrer Title 1 19 years Allison Seamands Title 1 6 years Are you going to include in the document, the individuals who put this together? The national document does contain this information and sadly I think there were only 2 maybe 3 classroom teachers. Classroom teachers are the people that need to be writing these documents, these are the people in the trenches on a daily basis. Would it be at all possible for you to send back an e-mail to us and let us know your thoughts or even to answer a few of our questions. Does Mr. Gallagher see copies of this? We really feel it is important that he sees this and gives us feedback. cindy.arndorfer@sendit.nodak.edu	Mar 24, 2011 5
3	I am nervous about the transition of these core standards. In reading the document, I feel that this idea needs to start in the elementary grades before getting to high school. There is much to learn and prepare for in these early grades taht are needed foundation for transitioning to these standards in the secondary schools.	Mar 6, 2011 1
19	This document is unrealistic for the average small school in North Dakota. I do not have the option of having a "track 1" Algebra II class for college bound students, and a "track 2" for lower level students trying to meet these standards. Also, much of the material currently taught in Algebra I would have to be taught in grades 6-8. We are not a middle school—our 6th grade teacher is not a "math" teacher, and most small schools are in the same situation. They are not prepared to teach this material.	Feb 23, 2011 2
20	I'm concerned about the required use of multiple technological sources for comparison and contrast (11-12 RL.7; 11-12 RI.7)	Feb 23, 2011 1

22	As a teacher, I am going to need staff development to be able to implement these standards in my classroom. We already have students that are not proficient in the standards that we have in pass know, what is going to happen when the standards turn to these? What happens to the students that can not pass or are not proficient with these standards? When with the final test be given to ensure all students have the opportunity to learn these standards? HOW and when will these standards implemented? If we adopt this, how many years before the highschool students be phased in? What would happen to the students with learning disabilities? What happens when the students get further and further behind? What if this does not work? What do all of our courses going to look like? What does Geometry and Algebra II become? Please show us how you are going to do this before you adopt this!	Feb 22, 2011
23	How will the state assessment use this document to write the assessment? When will it be given (Junior year, Senior year)? Will there be any consequences for the students on this test? (different types of diplomas?) When does it get phased in or will it be "dumped" on everyone all at once? Will there be math specialists to help in the elementary teachers who do not have a math degree? Will there be inservice for current teachers? Will it be assessed? What happens when a student falls behind? How will this work with our current curriculum and books? Do schools get more money to pay for new books?	Feb 22, 2011
25	There are typos that need to be changed in the document. This is a professional document and needs to reflect professional writing. For example: there is a spelling error and multiple parentheses/bracket errors page fifty-nine.	Feb 22, 2011
26	How will implementation be executed? Will it start at K-2 and slowly be implemented throughout? If not, a current high school student can in no way be expected to be thrown into this curriculum!! When will the State Assessment be taken? A Junior in high school does not have enough time to learn all of these standards and be tested on them by 11th grade.	Feb 22, 2011
27	I would question that students in the elementary and middle school are not cognitively ready or able to teach everything in the mathematics document. The increase rigor that is required of all students in this document is very concerning. When, how, and at what levels will this be implemented?	Feb 22, 2011
29	It was difficult to tell the difference between Strand/Standard/anchor standard/topic... Why was the language changed from Power Standard/Standard/Benchmarks? Have the benchmarks turned into the standards?	Feb 21, 2011 4:

31	I taught in Minnesota for 10 years and have just moved to North Dakota. I have my master's in math education and understand the importance of having quality standards. I am concerned that if North Dakota adopts the common core standards, then we will adopt a test that reflects the standards from the common core. I believe that a test based off of the common core would be difficult for the majority of students across the state.	Feb 16, 2011 3
32	5.NBT.5 talks about using the "standard" algorithm in multiplying. What about the other algorithms that are being used such as the lattice method in the Everyday Mathematics program? Are you asking for students to know only one way to solve the problem? That is doing them a disservice and not allowing for problem-solving strategies to be used.	Feb 16, 2011 9
33	When 1/3rd of our students currently are not proficient on our current standards, making them more rigorous is going to mean more students not proficient. I have nothing against increasing the rigor, BUT unless you hold students accountable, more students will struggle. Students cannot go on to the next grade level unless they are proficient on the previous year's material.	Feb 14, 2011 9
35	I'm concerned that these standards have not been put in the hands of the other content area teachers, such as history and science. They need to adhere to these as well.	Feb 14, 2011 9
39	Without changing the mindset of how we will be able to deliver a more rigorous set of standards at more younger age levels North Dakota's students and teachers will really struggle to meet mandated expectations.	Feb 9, 2011 2:
40	I do not believe any revision will meet other states. Districts have their own way of inflating grades and for the teachers in the class room, the expectation is to graduate or pass the student at any cost. That,sadly, includes the professional judgement and ethics of the teacher. Lets get real here.	Feb 9, 2011 1:
41	I hope the committee listens to the math teachers...as you all know when it comes to statistics. It is only the people that feel strong one way or another about the topic that answer surveys. If this was important to the state of ND, you would have made sure EVERY math teacher in the state was mailed information about the new standards. This was slipped in under the rug beacuse not every administrator that got this message relayed it to his or her teachers. I think you should get 100% feedback from all teachers in North Dakota.	Feb 9, 2011 11

43 I had to stop with the comments, I think you know how I feel about the content. Please do not get me wrong, I think this is a very important document. I have been on local and state writing teams and it is a lot of hard work, and I do appreciate what you guys are doing at the State level, but here are the problems I have with this whole thing...why is it that our Administrators did not even know this was happening until the first draft came out to be viewed? School districts and teachers have spent countless dollars and hours working with the existing documents learning them and finding the best teaching strategies to teach these standards. We spent hours learning the language, going through our text books to make sure what we need to teach is there, mapping, finding the Power Standards/Benchmarks, attending workshops and inservices dealing with standards etc., etc. Now it changes and we basically start again. Yes, we do start again beacause the wording and the format has been changed! Granted many of the new standards fall into our old benchmarks, so it is not all new and

Jan 17, 2011 5:2

we will work with it and re-learn it, but at my level it is a more rigorus set of Standards. How are students who are only in school for 90 days be expected to know and to be able to do the standards that are listed for Kindergarten? Maybe it is time ND makes Kindergarten manditory and meet for 180 days like 1-12. Another thing we have to remember is that these are only 5-6 year old children. I have been teaching for 26 years, all in Kindergarten, and the curriculumn has changed over the years, yet the developmetal age at which children learn has not. Are our expectaions for these little gals and guys really fair to them? If this is what we want these children to be able to do when they leave kindergarten in the spring, we need to back that enrollment birthday up even farther. We are expecting our 5-6 year olds to learn material for 6-7 year old children and at what point do we realize we are pushing these kids too hard, way too young. (Yes, that 1 year does make a huge difference) I realize I come across very negative, but it is more frustration than anything else. If I have something wrong or need to be corrected on something, please feel free to contact me! I do appreciate what is done at the State Level, it's the waste at the National Level that I don't understand.

44 I understand the the current Kindergarten standards are far below what we are currently teaching our children. However, the proposed standards are far beyond what is developmentally appropriate for children of this age. Considering that there are limited public pre-schools (only for those with developmental delays or concerns) and that many children come from homes where communication and experiences are not valued or encouraged, you are certainly placing some high expectations on children who are not even REQUIRED TO ATTEND.

Jan 13, 2011 8

47	I believe better teachers produce better students. This is in direct opposition of this document. These standards attempt to make better students by establishing benchmarks for teachers to reach (regardless of the makeup of their students). These standards, though good intentioned, introduce yet another set of requirements that fall on the shoulders of teachers to implement. Individual schools need to have these conversations, and perhaps, some might even arrive at some of these agreed upon standards. Continuous improvement, the act of evaluating what is being done and how to do it better is much more effective at the local level than the state level. Hold individual schools accountable to their own processes and standards.	Dec 5, 2010 5
51	When the high school standards are grouped as a whole it is very difficult to distinguish at what grade level should be taught what standards. This is very important in the area of Special Education since the students on IEPs are suppose to have access to grade appropriate curriculum and yet the standards at the high school level are not written in a grade appropriate manner.	Nov 16, 2010 7
52	Generally speaking, this is too lengthy and too difficult for sixth grade.	Nov 16, 2010 4
62	We need some common sense when it comes to these standards. All students CAN learn but I don't believe they all can learn the same material at the same level. Each of us have our own abilities and to claim that all students complete some of the standards is ridiculous. I am sorry that I did not list some additional specific "concerns" but with my current scedule does give me much time to respond. Class will be start in a couple of minutes and in my world students come first. DO NOT adopt these standards it is at a level that thousands of our students across the state will not be able to attain.	Oct 25, 2010 9
63	I can see that this would be very intimidating to newly established teachers!	Oct 14, 2010 3
66	please take back to the drawing board and include more teachers to review a usuable document	Sep 30, 2010 9
68	15 years ago I woked on a consortium set of standards. Then our school had the staff map our own grade using the Atlas program. Then we switched to McRel-over a period of time I spent 7-10 days working on standards. I went to a meeting and found that Grand Forks had written great Can Do statements students parents and teachers could easily understand and work with. How many times must we reinvent the wheel? If text books are writen by professionals aren't they teaching the materials students should learn. Let me get back to the fun of teaching and not worry about standards and state assessments.	Sep 25, 2010 6:41 PM

Q9. Are there redundancies in the content?

1	Yes, all over. One example K.RL.1-3 and 6 and K.RI.1-3 and 6. Is all of that really necessary?	Mar 24, 2011
6	We will find out as we begin our curriculum mapping.	Mar 3, 2011 5

27	It is not necessary to have redundancies within certain standards thoughout multiple grade levels, ie. fifth through twelfth grade ie. 6.W.2, 7.W.2, 8.W.2, 9.W.2, etc. It is not necessary to have redundancies within a grade level, ie.,9-10W.2 and 9-10W.4.	Feb 24, 2011 1
28	I'm not sure about all of the extra adjectives for the document... they do not make things necessarily clearer or lead to more effective teaching, and basically make a fundamentally "philosophical" document longer.	Feb 23, 2011
33	Yes. Some standards are included in multiple grade levels. Where is mastery expected? Will students have exit exams at each grade level in order to move on? If not, teachers cannot be expected to get a student proficient at certain standards if they have not mastered all of the previous. If a student will be held back until mastery, is the state ready to have a 12 year old 2nd grader?????	Feb 22, 2011 2:18 PM
35	YES. If I hadn't read viii, I would have thought that all the separate reading sections for other disciplines are the responsibility of the ELA teacher? Why are these separate sections in the ELA standards? Shouldn't the reading portion for social studies be in the Social Studies Standards?	Feb 21, 2011
36	I feel that their is a lot dealing with completing the square. How much in Calculus does one complete the square??	Feb 16, 2011
86	I feel that none of this is important if you don't change the way the standards are delivered. All Math and English classes should be team taught. There is no way students can keep up let alone move forward with one teacher to service them all. I'm amazed this has never been suggested before. There are so many more disabilities today than even 10 years ago. Without team teaching we are teaching down instead of teaching up. One teacher has to cater to the lower end rather than inspire the middle and top learners.	Sep 27, 2010 4

Q10. Are any of the standards confusing? If so, please list those standards and explain why the standard is confusing.

1	The terminology is very confussing. Again....list these in "Can Do" Statements.	Mar 24, 2011 5
2	The language of the standards is different than ND teachers have previously been accustomed, so it will naturally take some time before it is comfortable for teachers and learners. It is written consistently which will help build common language across the state, especially in guiding students with writing skills.	Mar 11, 2011 1:
20	I think all the standards are to wordy, I like how the standards are written now. They are easy to read and to the point. Way to much in this draft. Example: K.CC.5I don't get what you want for this standard. Just say what it is you are wanting, not in a, b, or c form. I feel this with all the Math Standards, the language arts standards are not this bad.	Feb 25, 2011 12

26	6.RP.3 is a little confusing and is new to me. The term "Tape diagram" is unfamiliar. The examples are helpful to clear up confusion.	Feb 24, 2011 1
27	The language is not accessible to all parties involved, ie teachers, parents, and students. See number seven under Integration of Knowledge and Ideas.	Feb 24, 2011 1
28	Reading at grade level--what is the response for a student who does not read at grade level? Which is more important--meeting the student "where they are at" and improving their reading, or making sure they keep up? At what point should students be held back?	Feb 23, 2011 :
32	What is confusing to me is how I am going to make this work at the high school when I was taught most of these standards at the college level!	Feb 22, 2011 :
33	How will they all look in a high school? Some of these concepts I saw in college or graduate school, but how do they look for high school?	Feb 22, 2011 :
36	What this would look like in a high school in ND is very unclear. Many smaller schools don't have the resources to teach all of what is this document to all students. Would graduation requirements hinge on having more math credits to fit all of what is in the document? What would the assessment of this document's material look like. What would students that don't master this do...do they fail, get held back, not graduate??? There are too many unanswered questions of the effects of adopting this document.	Feb 22, 2011 2
38	Some of the wording is confusing. 11-12.W.1.a asks for a "knowledgeable claim." Does this mean a knowledge BASED claim? I realize the document is still in draft form.	Feb 21, 2011 4:
39	5.G.4 Classify two-dimensional figures in a hierarchy based on properties. What is the hierarchy that is being asked of here?	Feb 16, 2011 9:
40	8.EE.2, what does it mean in the comments part to be able to "identify"? Does this mean know/memorize?	Feb 14, 2011 9
42	Format of the layout is very confusing.	Feb 14, 2011 11
15	11-12. RL.1. Odd addition. Beautiful seems slightly odd in the context of this. It is subjective, which would allow for discussion in what is "beautiful" language. This could be a problem though because the intricities in Shakespeare are so complex that students may not gain the same appreciation or "beauty" in them or may disagree because of the disconnect. It seems like a very high function, almost bordering on a college level Shakespeare course. Maybe finding a better word in those areas would be better (Aesthetically stimulating?).	Feb 11, 2011 7

54	It is entirely too wordy. They should state the basic standards expected of all students. We can figure out how to go above and beyond. It is too confusing and long. Not user friendly.	Feb 9, 2011 10:3(
55	The standards are not confusing, but the format is. I beleive that the format of the previous edition was much clear and concise.	Feb 9, 2011 10:2
59	The standards may not be as confusing as the inability to fairly demonstrate or prove that these standards have been met. The vagueness of these standards allows flexibility, but in that flexibility, seems to promote ambiguous assessr methods. For example, in the Kindergarten standards, many of the standarc qualified with "with prompting and support." To what extent should the teacl prompt and support? This variation is cause for concern. Instead, it may be useful to ask specific yes or no questions to establish minimum competency example, can the student correctly ask a question with phonemic emphasis'	Dec 5, 2010 5
60	As I indicated in my response to Question #9, there is some confusion with some of the standards in the ELA draft document. I believe there is several components of the math standards draft document that make it more "user friendly." Prior to the presentation of each grade level, the overview of the math instruction at that grade level is summarized. Within each grade level, the "comments" for standards generally include more examples and reference the reader to the glossary for terms that need to be further defined or clarified. The comments on certain math standards also place a limit on the domain referenced. For example, the comment for 4.NBT.1 indicates that "this domain are limited to whole numbers less than or equal to 1,000,000." I believe further clarification or comments in the ELA standards would also be beneficial. For example, 1st grade standard 1.RF.3 in letter g states "Recognize and read grade-appropriate irregularly spelled words." Some examples of the "grade-appropriate" words referenced to in this standard would provide further definition and clarity of this standard. In my opinion, an additional enhancement that would benefit the ELA document would be to include an explanation of the "Comprehension Strategies" in the introduction rather than referencing them in the Appendix. The "comments" reference the Comprehension Strategies quite often and as such, I believe a more explicit explanation and description of there use is required. One final note, in the math standards draft document, I am assuming there will be further clarification in regards to several of the "comments" listed for high school standards? For example, the comment for standard HS.F-LE.4 states "A question exists whether this standard should be applied to all students; therefore it is recommended that the state designate this standard with a "+" sign. Such a designation would not meet the definition of a Common Core Standard." Will this designation be determined prior to a finalized document?	Nov 24, 2010 2:35 AM
64	most of the ela standards are worded in ways that make them seem a bit confusing	Nov 17, 2010 9
65	Once again, more guidance should be suggested on what grade the high school standards should be addressed.	Nov 16, 2010 7

66	Yes, standard 6. RL.10	Nov 16, 2010
67	2.MD.9 - The standard is not clear. 2.MD.2 - length units, does not refer to standard units, but rather nonstandard units. I feel the standards writing team did a nice job adding support language to help ND teachers fully understand the standards.	Nov 15, 2010 1
68	There is some confusing language in some of the standards, and that is the area that I think, as a state, we can do our best to provide the supporting and explanatory language.	Nov 15, 2010
71	I think that the wording on many of the standards is too difficult. Can we state these in a more common language since math teachers are not the only people needing to deal with these standards. I don't think that we should need an interpreter to understand our standards. Without some of the italicized print, I would not have known what the standard meant.	Nov 10, 2010 5
72	The lower the degree of specificity the more margin for error that exists for confusion for teachers, parents, students and the general public.	Nov 10, 2010 9
74	For a math major, I feel they are fine. The problem is we do have to make sure special education, science, and other entities can understand what is expected. The wording is not in a fashion that is commonly spoken.	Nov 9, 2010
75	Many of these standards are extremely wordy. 6.EE.2 c in Mathematics is an example. Seriously, just look at 6.SP.5c. Would a person who just has a 1-6 BS degree in Education know what that standard addresses? It may look like there are less standards per grade level, however one standard may encompass several skills. 6.RP.3a has 4.	Nov 8, 2010
77	There is not enough room to list all of the standards that are confusing. In a one hour session with 5 educators we spent the entire hour finding confusing standards. This started with 6 grade and we did not even come close to making it through high school courses. When a standard is given and then an interpretation of that standard is given below it and then an interpretation of the interpretation is made....it gets very confusing. If an interpretation of the standard is needed, then the standard was not written very well to start out with.	Nov 3, 2010 1:2
83	Because of the nature of my job, I read all of the time, but I have no desire to read and absorb this much unless I have the time set aside to do it! At this point, yes, I would have to say that I (probably much more than the actual standards) am confused!	Oct 14, 2010
93	In the Geometry: "Understand congruence and similarity using physical models, transparencies, or geometry software." section. Does this mean we must teach them how to rotate, translate, and reflect on a coordinate plane before we can teach them these standards?	Sep 25, 2010 1

96	To me as a math teacher no, but to the general public I think they are very confusing.	Sep 22, 2010
97	As a teacher, I like to be able to find what I am looking for quickly and easily. I do not feel these are as clear and concise as the old standards.	Sep 22, 2010
100	Some are too lengthy to make it clear as to what is to be taught. The longer things are, the less likely people are to read them.	Sep 22, 2010 8

7P HB 1461
2/2/15

10335 Lilly Drive
Bismarck, ND 58503
701.220.6525
glkrueger99@yahoo.com

February 1, 2015

I am a mom of two elementary aged children, the President of our school PTO and a former employee of DPI and ESPB. I tell you these things about myself to show how great my interest in the education of our students in North Dakota is.

Today, I am asking for your support of the bill that will **abolish common core** in North Dakota.

Our students need to be taught to the standards of North Dakota educators. Our educators are brilliant individuals and they should be the group of people who write the standards to which our students are taught. I feel that ND has adopted common core in effort to gain additional funding being driven by big corporate. We do not need to put our children, their data and our teachers at the mercy of big money. The education of our little ones is not an economic experiment, this is their only shot at receiving the education they deserve; the same kind of education most of us adult citizens of North Dakota have been privileged to receive.

I do not want my child's educational data shared outside of our district. My child is a product of myself and my husband and not an asset of the state or federal government. They should not be used as such to bring in extra dollars.

North Dakota is better than common core.

Respectfully,

Germain Krueger

#7Q HB1461 2/2/15 1.23.15

I am a teacher who is NOT in favor of Common Core. Honestly, most teachers don't know what CC is and don't care unless they have kids in school. Parents don't know what CC is unless they help their kids with homework (if they have any). N. Dakota schools have been dumbed-down enough without adding CC to the problem. Some schools (like mine) don't meet current state standards as it is, so why would we waste precious time implementing a corrupt government takeover of education? CC is nothing more than a 'red herring' and tool for administrators to line their pockets while student receive a second-rate education.

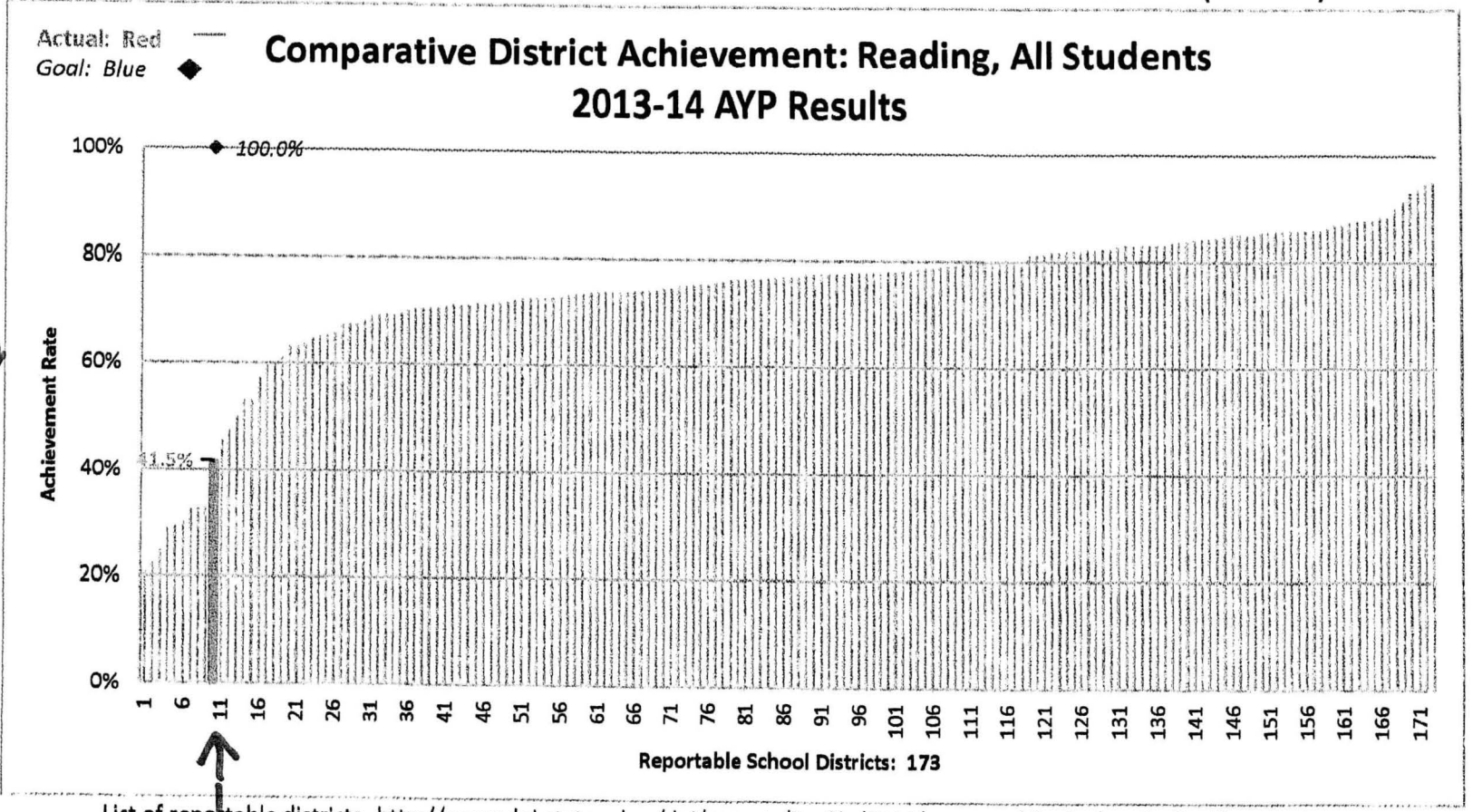
I know for a fact! I've paid for 3 UND degrees in the last few years. My youngest child received half the education my oldest child did, obviously because she attended a failing high school I am forced to pay taxes for (see empirical data). Stop with the CC already + focus on properly educating students the way we used to. No one is held accountable while parents and students pay. We have an academic emergency going on and no one is doing anything about it. Stop implementing CC, which will eventually mandate curriculums created to destroy society & morality and drop PISA scores even lower.

If you think CC is so great, I suggest you try teaching in a sub-standard school while putting 3 children through a failing system. Standards mean nothing if no one is held accountable. Do the right thing - put students first and stop CC. It's Common Sense!

Ruth Zacher
Health/FACS, 7-12

Reading - last year

Comparative District Report for District 31-003: Parshall 3 (0K-12)

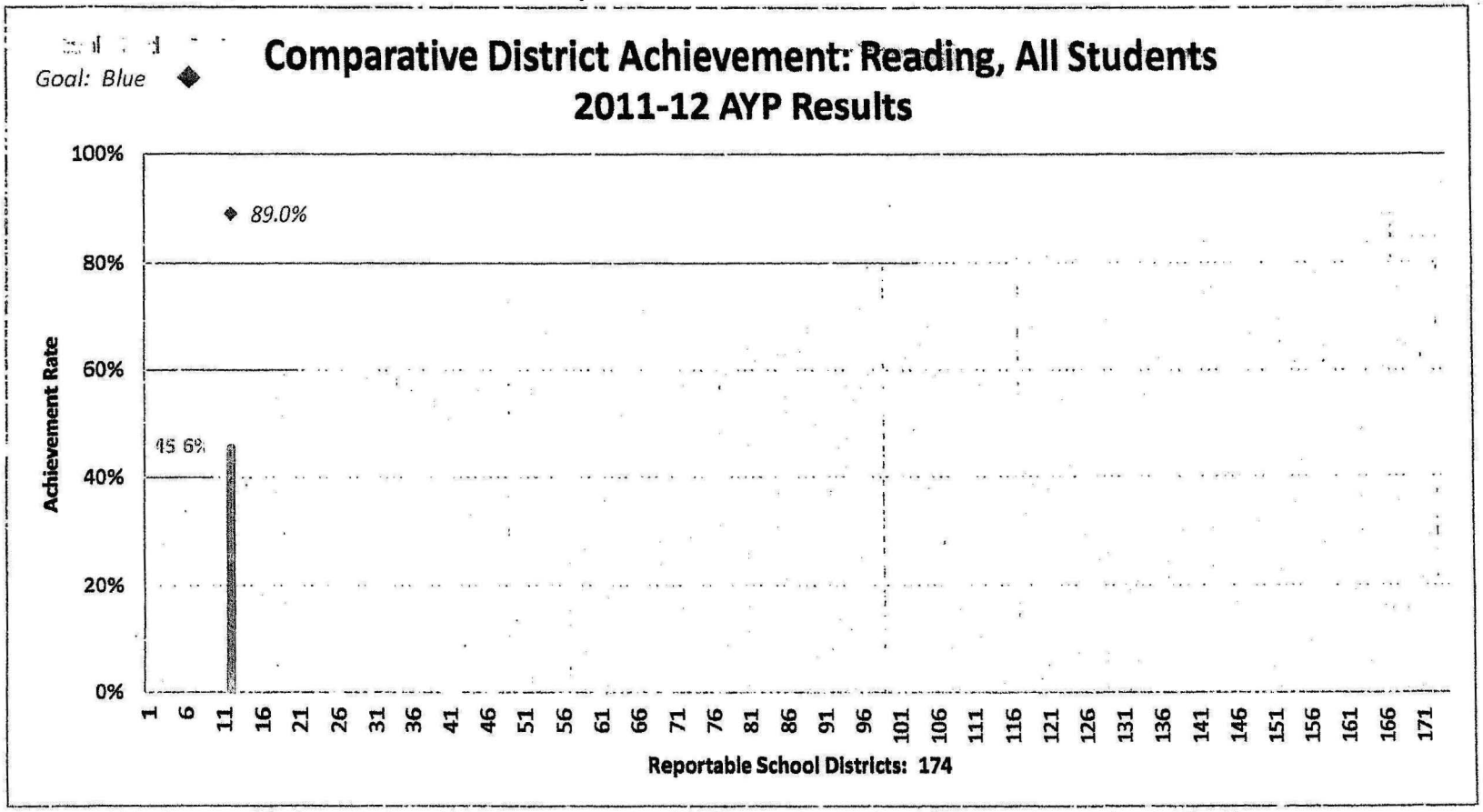


Red Flag

List of reportable districts. http://www.dpi.state.nd.us/dpi/reports/Profile/1314/compare/district/read_all.pdf

Note: Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Comparative District Report for District 31-003: Parshall 3 (0K-12)



List of reportable districts. http://www.dpi.state.nd.us/dpi/reports/Profile/1112/compare/district/read_all.pdf

Note: Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Only 10 schools are worse

3

$4,304,191.00
Budget
41.5% reading scores
Madeleine Clar

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

31-003 Parshall 3 (0K-12)

Average ACT was a 17.

Modified 05/21/2012

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
http://www.dpi.state.nd.us/testing/account/AYP1112.pdf

This is now.

Reading		Math		Secondary Indicators	
2012 State Intermediate Goals	4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2012 State Intermediate Goals	4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	**Attendance** Goal: 93% Result:	93.94%
				Graduation Goal: 89% Result: See Below	

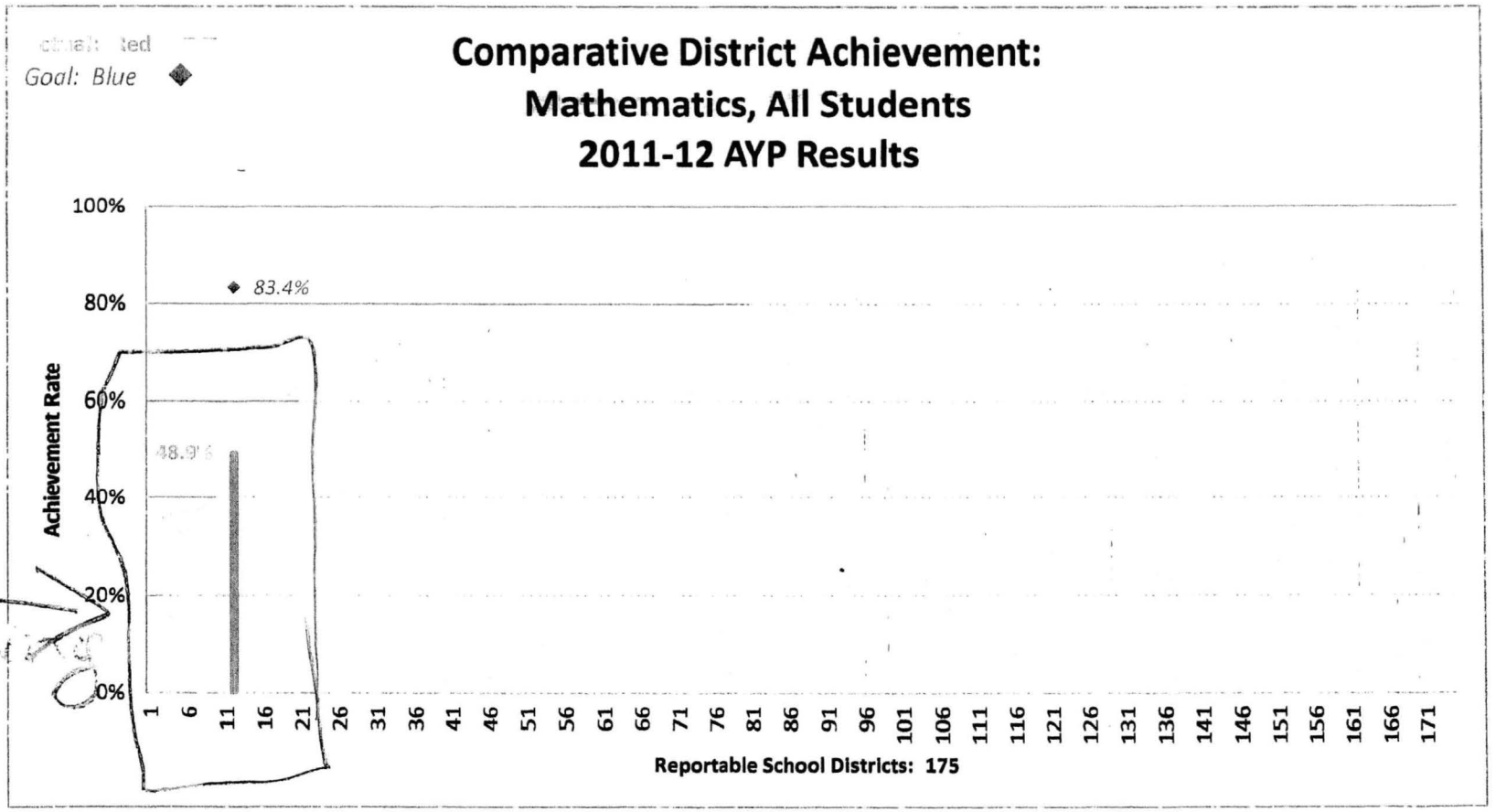
Listed below are your district's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule	Graduation Rate	Result
Composite Score	88.96%	45.58% *	100.00%	**Composite Score**	83.38%	48.92% *	99.19%	**All Students**	>=95.0%
Subgroups:				**Subgroups:**				**Subgroups:**	
Economically disadvantaged	88.96%	40.45% *	100.00%	Economically disadvantaged	83.38%	41.81% *	98.68%	Economically disadvantaged	70.00%
Ethnicity:				Ethnicity:				Ethnicity:	
White	89.04%	66.04% *	100.00%	White	83.41%	80.00%	100.00%	White	>=95.0%
Native American	88.96%	39.93% *	100.00%	Native American	83.38%	40.07% *	98.92%	Native American	77.27%
Black				Black				Black	
Asian				Asian				Asian	
Hispanic	85.88%	60.00%	100.00%	Hispanic	78.85%	80.00%	100.00%	Hispanic	
Students with disabilities	88.96%	23.33% *	100.00%	Students with disabilities	83.38%	36.11% *	100.00%	Students with disabilities	
Students with limited English proficiency				Students with limited English proficiency				Students with limited English proficiency	

Adequate Yearly Progress Category: **Did not meet Adequate Yearly Progress**

Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. A[illegible]ement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challe[illegible]hievement standards.

Comparative District Report for District 31-003: Parshall 3 (0K-12)



List of reportable districts. http://www.dpi.state.nd.us/dpi/reports/Profile/1112/compare/district/math_all.pdf

Note: Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2009 - 2010

Modified 05/17/2010

31-003 Parshall 3 (0K-12)

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
http://www.dpi.state.nd.us/testing/account/guide_AYP.pdf

Reading		**Math**	
2010 State Intermediate Goals	4th Grade – 82.6% 8th Grade – 80.7% 11th Grade – 71.5%	2010 State Intermediate Goals	4th Grade – 72.9% 8th Grade – 66.7% 11th Grade – 62.1%

Listed below are your district's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	78.66%	56.27% *	96.95%
Subgroups:			
Economically disadvantaged	78.66%	51.76% *	97.87%
Ethnicity:			
White	78.66%	66.37% *	97.67%
Native American	78.66%	52.25% *	96.51%
Black			
Asian			
Hispanic			
Students with disabilities	78.66%	44.07% *	100.00%
Students with limited English proficiency			

Listed below are your district's scores

Math	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	67.78%	58.58% *	96.95%
Subgroups:			
Economically disadvantaged	66.90%	52.17%	97.87%
Ethnicity:			
White	66.90%	59.52%	97.67%
Native American	67.78%	53.45% *	96.51%
Black			
Asian			
Hispanic			
Students with disabilities	67.78%	46.67% *	100.00%
Students with limited English proficiency			

District Secondary Indicator(s):					
	Graduation	Goal:	89.00%	Result:	75.00%
	Attendance	Goal:	93.00%	Result:	>=95.0%

Adequate Yearly Progress Category: **Did not meet Adequate Yearly Progress**

Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the ...vement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. ...dicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data.
...hievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Budget

Total expenditures $2,305,337.00

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2007 - 2008

31-003 Parshall 3 (0K-12)

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/AYP0708.pdf

Reading		**Math**	
2008 State Intermediate Goals	4th Grade – 82.6% 8th Grade – 80.7% 11th Grade – 71.5%	2008 State Intermediate Goals	4th Grade – 72.9% 8th Grade – 66.7% 11th Grade – 62.1%

Listed below are your district's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	78.90%	65.52% *	96.15%
Subgroups:			
Economically disadvantaged	78.90%	58.17% *	95.92%
Ethnicity:			
White	78.97%	83.78%	100.00%
Native American	78.90%	60.31% *	94.87%
Black			
Asian			
Hispanic			
Other			
Students with disabilities	78.97%	52.94%	89.47%
Students with limited English proficiency			

Listed below are your district's scores

Math	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	67.87%	61.59%	96.79%
Subgroups:			
Economically disadvantaged	59.41%	54.74%	96.94%
Ethnicity:			
White	67.87%	83.78%	100.00%
Native American	67.67%	60.00% *	95.7
Black			
Asian			
Hispanic			
Other			
Students with disabilities	67.87%	50.00%	94.74%
Students with limited English proficiency			

District Secondary Indicator(s):					
	Graduation	Goal:	73.09%	Result:	88.24%
	Attendance	Goal:	93.00%	Result:	>=95.0%

Adequate Yearly Progress Category: Did not meet Adequate Yearly Progress

Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data.

Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and mu ar averaging is required. All students are held to the state's challenging achievement standards.

Now - Budget - $4,304,191 @ adj $ 20,000 per pupil

#7R HB 1461
2/2/15

To Whom it May Concern:

I am a paraprofessional in a school with less then 500 students. The school is in a rural area. I have worked 8 years in the K-6th Special education department. I was asked to write about my view of Common Core State Standards.

Even though we received numerous professional development classes and webinar trainings related to CCSS we as a whole were not prepared when the school year started. We had picked out new reading & math series to implement common core and quickly found out how frustrating and time consuming it was for both teachers and students. It was especially frustrating overall to students with disabilities. The students I work with don't do well with new techniques that are lengthy. It is not fair to make every one take the same standarized tests. Every child learns differently. There are more expectations for students.

As the year progresses I am seeing teachers spending more time planning then ever before. Science, social studies, and spelling are taking a back seat. Lots of grades "just don't have the time" to teach anything but math and reading. Teachers are working late nights and weekends. Students attitudes are poor and teachers seemed defeated by Christmas. I hear statements about "setting students up

to fail." Our school in particular has numerous teachers taking early retirement due to all the added requirements. The state is looking at a huge turn around on local teachers if things continue as they are.

1-26-2015

Thoughts on Common Core

To whom it concerns,

I graduated from VCSU 91' with a bachelor of science degree in education. I now currently teach at the Sheyenne Valley Area Career + technology Center in Valley City. I have a 12 year old daughter who is in the 6th grade and have found myself assisting her with mathematics homework on a regular basis. This curriculum is absolutely ridiculous!!! It's nearly impossible to make any sense at all,,,, her teacher voices his dislike for ~~the~~ the curriculum's approach as he's attempting to teach to the standards test as required. Simply doing "addition" to solve a problem with subtraction is crazy! I encourage you to take the time to see what & how subject material is being taught for yourself. "It is not for the betterment of our youths education". It's frustrating to use senseless steps to formulate simple answers. College math professors have looked at this material and shook heads in disbelief. Please "END" this push for common core & let schools go back to what's successful & proven. Check curriculum out for yourself!!

Jim McJadgen
SVACTC TEXTRUC TOM

#75 HB1461
2/2/15

Jan. 20, 2015

Dear Legislative Assembly:

I've been an educator since 1984; I presently teach in southwestern North Dakota. I have done much research on Common Core (CC), and I have come to the conclusion that CC is definitely NOT in the best interest of our students! I'd like to know who these "so called" educators were that "helped write" these standards. They are so poorly written that any educated person would struggle in understanding them. The standards are too general, vague and subjective! They lack specific, measurable, objective or clearly stated language. I know that if we proceed w/ CC in N. Dakota, we will have nothing but regrets of wasted resources and a minimized quality of education of students.

I hear, too often, that CC is not a curriculum. However, they are federal government standards (which is unconstitutional) that mandate a curriculum for those standards! These CC standards have not been tested or researched either! Why

Education is to be a state/local function w/ parents being a partner in their child's education. It's not the federal government place to be in our schools! We NEED to close our door on CC!

As an educator - and I speak on behalf of many others - we URGE you to please repeal CC and anything associated with it! Don't assume that the governor, DPI & school's administrators know what CC is all about! If they truly knew, I know they wouldn't want it here! Let's remember our students are trusting in you to make the right choice for their education! - which will affect their future!

Thank you!

Kim Oakland

#7T HB1461
2/2/15

Jan. 24, 2015

Dear Legislators:

I've been a teacher for over 20 years. I'm quite appalled at the amount of time and the frequency of testing our students are having to endure lately! Most of the families in this school have chosen to opt out of any online testing. It's my belief that parents NEED to be involved in their child's education; thus, those parents also have the right to opt their child(ren) out of those assessments that don't pertain to their daily learning/grades.

Parents are also very concerned about the data mining causing them to opt out – and rightly so! Unfortunately, many of these parents/students have become ostracized because of it. Because of parental action, my whole class has opted out. This has been a positive thing for me in that it provides me more teaching time with them. In fact, they may be better off in the long run! They're learning more than testing – and really for what reason? Have we become too "test happy"?!

Bottom line, parents still have rights in regards to whether they want their child to participate in all of these

tests. We need to work together for the educational benefit of each child, not causing division which seems to be a by-product of Common Core. We need to remind ourselves of whose child is this?

As I see it, our students still belong, first + foremost, to their parents. Parents still have rights regarding their child(ren).

Thank you for your time.

#7a HB 1461
2/2/15

Chairman Nathe & Representatives:

Hello. My name is Renae Ahlberg and I am here in support of Representative Jim Kasper's Bill HB1461. I was here testifying in support of HB 1283 last week as well.

My concern over the new North Dakota State Standards lies primarily in the fact that my children's and my family's privacy may be violated. Most parents are not aware that at the federal level FERPA [Family Educational Rights and Privacy Act] regulations now allow their children's data (personally identifiable information) to be shared to outside third party vendors. Our minor children's data is being collected and placed on a data system that is shared with the federal government. It concerns me that Federal privacy laws changed prior to Common Core taking foothold in our schools. My personal feeling, after listening to Aimee Copas and Kirstin Baesler speak last week, is that it is not so much about the children, as it is about the data, and I believe those laws were changed to obtain just that. When my child's medical, psychological, and sociological information (all information that would be considered confidential if obtained in a hospital or clinic setting), is collected without so much as asking for their parents' permission, I am concerned. This is data that is not locally or even state controlled. What makes you think the information will be protected? Common Core is not about the children, it is about the data, and that was never more relevant than in last week's hearing on HB1283.

I would appreciate your support of Representative Jim Kasper's Bill HB1461 and consider protecting the privacy and data of our great state's children.

Thanks for your time!

Renae Ahlberg (District 15)

#7V HB1461
2/2/15

Amy Jirsa-Smith
4635 Preston Loop
Bismarck, ND 58504
(701)527-7771

My name is Amy Jirsa-Smith. I am the mother of three lovely children.

My guess is that everyone one of you is a parent, a grandparent or are friends with someone who has kids that you care about. You are elected to be a voice for the people within this state. The education of our children is in your hands.

As a parent, I have major concerns about the direction that our education system is going.

It seems children are no longer allowed to be children when they are still young. In the younger years, kids should be able to play and learn from playing and form the love of learning that will allow them to be creative and brilliant adults. By taking the play out of learning, the current education system is creating children who are frustrated and feel defeated. They feel like they are not able to succeed because the expectations are set too high in the younger years. Yet later on, the expectations are not challenging enough as the standards have been proven to be developmentally inappropriate.

When kindergartners are expected to know how to read their sight words or they are kept inside to work on them during free time, that is creating children who are being punished for not being able to do things their brains aren't ready to do, thus making it such that the love of learning is squashed.

No two children learn the same, my son and daughter are perfect examples of that. My son has struggled with reading, my daughter is reading at a third grade level and she is only 7. Last year this time, she didn't care if she read 10 words. She just wasn't ready. Why push them to do things before they are capable when it will be less challenging when the time is right?

In addition to the fact that children are no longer allowed to be children, students are being tested at an extremely high level. Most of the tests are done on computers rather than teacher generated. Soon, there will be no need for teachers at the rate things are going. I recently heard that at one of the schools in Bismarck, the math students are expected to go home at night to watch their math lesson online rather than their teacher teaching them during school hours. Let me ask you this, what are we paying the teachers to do during the day if they are not teaching the lessons? Is there so much testing going on that the teachers don't even have time to teach the kids?

Finally, although DPI wants to say that most teachers and administrators support and approve of Common Core. I have found that to be untrue. Many teachers in the state are discouraged by Common Core and the direction education is going. Unfortunately, the teachers have essentially been told they are not allowed to speak against Common Core. Last I checked, this is America and we have the right to an opinion and we have the right to say we don't agree. However, these teachers are concerned that if they speak, they may not have a job. So what are they to do?

As the education committee, and the people that I have been told are able to make changes to how things currently are, I urge you to take a good look at what is going on, do your own research, and step up the plate to make a difference in children's lives across the state. Don't let the Federal government tell North Dakota how they will teach (or not) our children. Keep control of the education of our children local, not federal.

#7W HB1461
2/2/15

Thirty years ago I began my career as a child care provider/brain developer. This is a career I have taken seriously and have focused my continuing education training on developmentally appropriate practices. It is for this reason that I urge you to repeal Common Core standards in North Dakota. Young children are being expected to learn more and more at a younger age. Research has shown that requiring this of children has no positive effect on their learning retention. In fact, teachers may resort to inappropriate teaching techniques in order for the children to perform well on a standardized test. The following link has further information on this topic … http://deyproject.org/ . I urge you for the benefit of the young children of our great state to truly study Common Core and all of it's standards...I believe that you will find the standards we had as a state before Common Core were much better for our youth. I urge you to listen to the cries of the children who are being harmed by the effects of Common Core. I urge you to pull our great state out of Common Core and restore our educational system to the first rate system we once had.

Sincerely,
Beth Wolff
Owner/Director Bethie's Place Child Care

#4X HB 1461
2/2/15

Stacey Castleman
9300 Cedar Lane
Bismarck, ND 58503

Local control of schools, standards, curriculum, and testing

Common Core is the opposite of local control. The top down standards, curriculum and testing ensures less local involvement. DPI has made may claims to the statement saying "We announced a review to the public in regards to standards." The announcement was only listed on their website. Most parents do not search DPI's website daily if at all unless they know something is happening through media. Parents receive school information through notes taken home and through the Friday flier. Parents never received a letter and there was nothing in the Friday flier. This would be an example of losing local control.

Common Core severely limits local control of education. The standards are copyrighted by the CCSSO and NGA and licensed only to states. Federal dictates 85% of Academic standards in reading and math will strictly adhere to Common Core standards. This will leave school districts on 15% of any flexibility. 15% that will never be tested. And it's common sense that standard tests drive the curriculum.

Again, DPI has stated Common Core will NOT take away local control. Based on the MOU that was signed November 2014, they have no right to tell the public ND will have local control!
I have included a summary of the MOU that clearly states DPI has given up our local control.

I have heard many in our education system state local control is important. At the last Bismarck school board meeting Mr. King stated that "We don't want someone from another state creating our Standards!" But that is Common Core! Standards created by another state.

As a parent of four children, local control is important. We don't want our children to be common! We want ND kids to be exceptional! I stayed in ND to raise my children because of the school system. We have wonderful teachers! But we will fail our children by giving away local control.

#7Xa HB 1461
2/2/15

WHO CONTROLS THE TEST AND THUS NORTH DAKOTA EDUCATION?

> "Common Core began as an effort to simply raise standards for students, but it has **morphed into a scheme to drive education curriculum from Washington, D.C.** ..... If Common Core is just about standards though, then why would the Superintendent and BESE President be worried about one test? **The answer is because it's about curriculum. Tests drive curriculum for the school year."** – Governor Bobby Jindal, Louisiana

Is it true that, "Whomever controls the test controls education." It seems axiomatic, a no brainer, it is obvious. **But most importantly, who then controls the assessments of North Dakota students?** What exactly is the level of control by the citizens of North Dakota or their elected officials over any aspect of the "test" which are the multiple assessments demanded by North Dakota's involvement in Common Core?

Legal Agreements

In June 2010 then North Dakota Governor John Hoeven and then North Dakota Superintendent of Public Instruction Wayne Sanstead, by signing a Memo of Understanding committing the state to participation in the Smarter Balance Assessment Consortium (SBAC) which is a non-legal entity. Adoption by North Dakota of the **Common Core State Standards** which were copyrighted by two Washington D.C. based trade associations/lobbyists funded in part by North Dakota public funds was a condition of the Memo of Understanding. The Memo of Understanding also committed North Dakota to a system of assessment of student competency in mastering those standards.

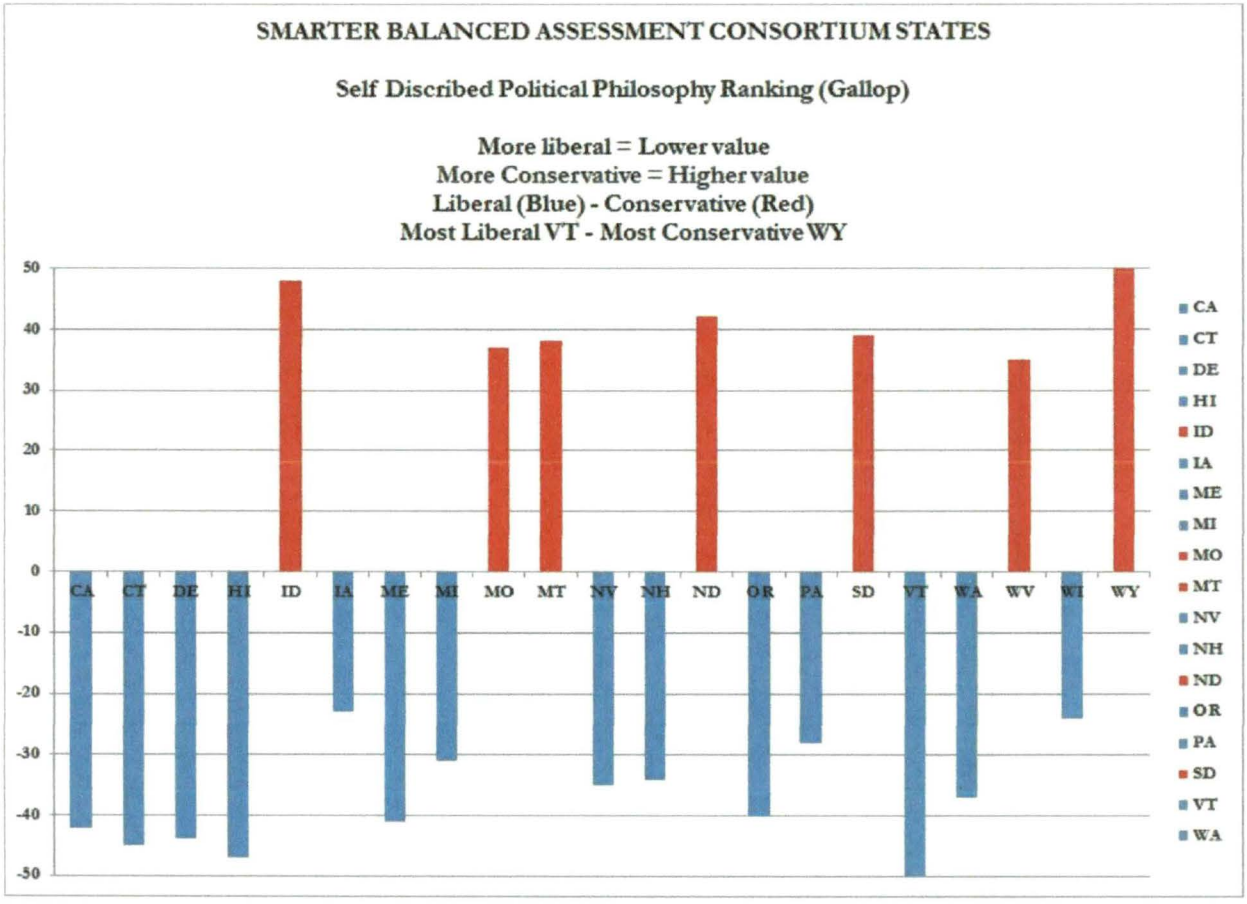
On November 4, 2014 the North Dakota Department of Public Instruction signed a Memo of Understanding agreement that committed North Dakota citizens to a new governing arrangement for SBAC. On that day, without notifying the state's citizens, asking their opinion, nor consulting with legislators, the state, through North Dakota Department of Public Instruction action unilaterally agreed to have an entity named the National Center for Research on Evaluation, Standards and Student Testing (CRESST) funded by the Obama Administration Department of Education and staffed primarily with psychologists become the **dominant partner of the then subordinated SBAC consortium** that dictates much of North Dakota's Common Core related education policy.

This Memorandum of Understanding and Agreement (this "**MOU**") is entered into by and between the entity (or authorized agency or division thereof) identified as "Member" by the parties' signatures below ("**Member**"), and The Regents of the University of California ("**UC**"), a public entity with full powers of self governance under Article IX, Section 9 of the California Constitution, as represented by the University of California at Los Angeles and its National Center for Research on Evaluation, Standards and Student Testing ("**CRESST**"), which is located in UCLA's Graduate School of Education and Information Studies (collectively, "**UCLA/CRESST**"), as of the latest date set out by the parties' signatures below (the "**Execution Date**"), with reference to the following:

North Dakota now is in a contractual relationship with UCLA/CRESST which is referred to in the Memo of Understanding as simply as "UC."

North Dakota's Control of Education

As a governing member of SBAC, North Daktoa has highly diluted influence due to the state's **single vote amongst the 21 member SBAC states (4.76% representation).** Objective analysis shows that North Dakota viewpoints reflected by the state's demonstrable political philosophy. An overwhelming minority among the **governing states in SBAC which are self-described as significantly much more progressive/liberal than the citizens of North Dakota.**



In governance of the Smarter Balanced Assessment Consortium the red states (majority of citizens voted for McCain in 2008 and Romney in 2012) are greatly outnumbered by blue states (majority of citizens voted for Obama in 2008 and 2012). It is overwhelmingly evident that decisions of major education policy by SBAC will be much more reflective of the philosophy of the progressive/liberal/left then that of the majority of North Dakota citizens. Could it be that due to the philosophical/political makeup of SBAC which of course, will manifest itself in setting education policy, the 4.76% voting influence of North Dakota in SBAC is now **for all practical purposes much, much less?**

As it turns out the control of our children's education is, as a result of the North Dakota Department of Public Instruction's committing to CRESST/Common Core diminished even further than the fraction of the fractional percentage (4.76%) discussed previously.

Close examination of the committing Memo of Understanding between CRESST and North Dakota illustrates how further diminished and diluted North Dakota's control of education has become and how the **Obama Administration Department of Education who funds CRESST**, will through CRESST, exert primary control of SBAC due to UCLA/CRESST having the dominant role the CRESST/SBAC governance structure as SBAC "will exist under and operate as a part of The UCLA Graduate School of Education and Information Studies."

> F. Beginning with UC's 2014-2015 fiscal year (which begins on July 1, 2014), Smarter Balanced ("SB") will exist under and operate as a part of The UCLA Graduate School of Education and Information Studies, subject to the direction of the Governing Board, to be funded by members paying annual fees to UC, in order to allow the Consortium's work to continue for those members that execute this MOU.

CRESST, referred to as UC has hiring authority of SBAC personnel.

> 1.26. **"SB Personnel"** means those employees and contractors that UC hires as SB employees or otherwise engages as contractors to provide services to SB (including but not limited to employees with career appointments, temporary employees, and contract employees).

SBAC members can and have changed the governance of their consortium. With a 4.76% representative vote, and dominated by states with very different philosophy of government is seems very likely that North Dakota citizen will have almost a negligible representation within the consortium as discussed previously. Governance has changed and **this Memo allows further change without any direct oversight by ANY North Dakota citizen.**

> 1.6. **"Consortium Governance Structure Document"** means the Smarter Balanced Assessment Consortium Governance Structure Document dated July 1, 2010 (as amended by the Consortium from time to time), which is available on the "Governance" page of the Consortium's website, http://www.smarterbalanced.org/about/governance/, under "Publications and Resources."

The discussion of the CRESST/SBAC governance structure is seemingly complex and convoluted to this author, not being formally trained in legal language. NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION should provide their legal analysis that was done before becoming signatories to this MOU for clarification.

The subordinate role the Members have with CRESST is clearly indicated in section 3.5 wherein SBAC is defined to have ADVISORY authority over major decisions on behalf of governance of SBAC by the use of the strictly legalistic term "Input." Input is not decision power, it is an advisory role. **CRESST is in charge.**

> 3.5. Decisions Requiring Governing Board Input. Without limiting the general authority of the Governing Board as described above and elsewhere in this MOU, the Executive Committee will determine when a request for approval or other action needs to be presented to the Governing Board; provided, however, that the following decisions and actions will only be made or taken by UC after the Governing Board has been notified and has been given the opportunity to meet and thereafter provide its input to UC (and, for avoidance of doubt, after Member and other Members have been given the opportunity to participate in and provide input at any and all such Governing Board meetings):
>
> (a) Hiring or termination of key SB employees;
>
> (b) Approval of the annual SB budget, to be proposed by SB, approval of other annual Planning Documents, and approval of changes to the Planning Documents as required by the Governing Board Procedures;
>
> (c) Approval of Annual Fees; and

Section 4.2 clarifies the fact that CRESST will be creating and controlling the assessments. CRESST, being funded by the Obama Department of Education will by contract made with the North Dakota Department of Public Instruction be in control of the "Assessment System and Enhancements" used by North Dakota students.

> 4.2. License Grants.
>
> (a) Assessment System. During the Term of this MOU, and contingent upon Member's timely payment of all Annual Fees when due hereunder, UC grants to Member the nonexclusive, fully-paid, royalty-free right and license to use the Assessment System and any Enhancements thereto that are made generally available to Members, only for supporting educational purposes related to Member's students and Member (and not for commercial exploitation, resale, or use in any manner not reasonably related to the administration of assessments to Member's students), and subject to any reasonable restrictions on reproduction, distribution or use that may apply to the Assessment System or certain of the SB Materials, Consortium Assets or UC Materials included therein. Member will faithfully reproduce, and will not under any circumstances remove, alter, obscure or deface any SB Marks or UC Marks that appear in any Assessment System materials.

Section 4.3 clarifies that CRESST controls the use of the assessment software. CRESST, being funded by the Obama Department of Education will, by contract made with the North Dakota

Department of Public Instruction, be in control of the "Assessment System and Enhancements" used by North Dakota students.

> 4.3. Action on Claim of Infringement. Should any part of the Assessment System that is generally used by all or substantially all Members become, or in UC's opinion be likely to become, the subject of a claim of infringement, UC will provide written notice to the Governing Board Representative of the circumstances giving rise to such claim or likely claim of infringement. In the event that Member receives notice of a claim of infringement, or is made a party to or is threatened with being made a party to any claim of infringement related to the Assessment System or Member's participation in SB, Member will provide notice of such claim or threat to UC's Project Manager and to the Governing Board Representative. Following receipt of such notice by the Governing Board Representative, except as UC and the Governing Board Representative may otherwise agree in writing, UC will either (at UC's sole election) (a) procure for Members the right to continue to use the affected portion of the Assessment System, or (b) replace, or otherwise modify, the affected portion of the Assessment System to make it noninfringing, or obtain a reasonable substitute product for the affected portion of the Assessment System, provided that any replacement, modification or substitution under this paragraph does not effect a material change in the functionality of the Assessment System. If none of the foregoing options is reasonably available to UC, then UC will so notify Member and the Governing Board Representative in writing, and Member will cease all use of the affected portion of the Assessment System promptly upon receipt of UC's notice.

Under section 5.5 which is entitled Obligations of CRESST is subsection (b). CRESST is the manager of SBAC.

> (b) Project Management. SB will prepare and present drafts of all annual and amended Planning Documents to the Governing Board or the Executive Committee (as required by the Governing Board Procedures) for approval, and UC will manage SB in compliance with the approved Planning Documents. UC's Project Manager will have primary responsibility for day-to-day communications between UC and Member on operational matters related to this MOU, and on such other matters as UC may assign to its Project Manager from time to time. UC may notify Member and other Members of any change to UC's Project Manager and/or the operational matters for which the Project Manager is responsible by posting such information on the SB Website.

CRESST "may notify". The word "may" is in legal application entirely different from use of the word "will." Using "will" would specify that CRESST would be required to notify Members. This subsection appears to give CRESST discretion in their notification of North Dakota's SBAC representative who is the "Member" referred to here.

In terms of fiscal management, CRESST appears to have been given broad authority in matters both fiscal and legal as discussed in subsection (c).

(c) Fiscal Responsibility. UC will be responsible for collecting fees from Members, for expending those fees on the Annual Operating Expenses and, if applicable, allocating any excess amounts to the Reserve Account, for supporting SB in identifying vendors and subcontractors (including, where necessary, via a competitive bidding or other selection process) and in negotiating and entering into contractual relationships with selected vendors and subcontractors, for providing SB with accounting, auditing and financial reporting support, for assisting SB with routine legal advice regarding UCLA, California and Federal regulations, polices, and laws related to SB and its finances, and for supporting the administrative, human resources, and operational needs of SB as required by the laws of the State of California and the policies and procedures of UC.

It would appear that the selection and negotiation puts CRESST firmly in a dominant role over North Dakota citizen in running the SBAC. CRESST will select vendors and subcontractors. They control the entire implementation of SBAC activities by having financial and legal oversight authority. Who in North Dakota Department of Public Instruction reviewed this legal instrument before the citizens of North Dakota were committed to these conditions?

(d) SB Staffing. UC will seek input and evaluate recommendations from the Executive Committee regarding the recruitment and hiring of key employees, and will make offers of employment or otherwise engage such individuals on such terms as UC determines to be appropriate in light of all relevant circumstances, and in a manner consistent with applicable Governing Board Procedures and with how UC hires employees in comparable UC divisions or units.

CRESST is given ultimate authority to staff SBAC by the specification of "will seek input and evaluate recommendations." CRESST has the authority to decide personnel issues "as UC determines to be appropriate and in a manner consistent with policies of UCLA! Who in North Dakota Department of Public Instruction reviewed this legal instrument before the citizens of North Dakota were committed to these conditions?

In subsection (e) the subordinate role of Members is further explained as doing things the CRESST way as "deemed relevant by UC."

(e) Support Services. UC will support the SB Personnel by providing the following day-to-day administrative and other support services (the "**Support Services**"), in a manner consistent with how such support is provided to comparable UC divisions or units (in terms of budget, number of personnel, and other considerations deemed relevant by UC); provided, however, that administrative or other support services outside the scope of the following will be made available as Non-routine Services:

(i) Administrative services, including IT and information practices, and financial and legal support;

(ii) Payroll;

(iii) Office space appropriate for SB's operations and research;

(iv) Accounts payable services;

(v) Travel accounting services;

(vi) Purchasing support, as needed, for purchasing goods and services;

(vii) Human resources support;

(viii) Advice and consultation regarding logistical, measurement and development issues; and

(ix) Basic compliance support, including standard monitoring of compliance with legislative policies and monitoring of legislative and legal developments.

Which legislative and legal developments will CRESST be monitoring? To what purpose? Perhaps the largest question that arises from review of this Memo of Understanding is that of, **is SBAC and by extension Member North Dakota's education system now subject or subordinated to California law?** It is the observation of this author that it is quite possible that that is the case.

In the June 2010 MOU both the Governor and Superintendent were required to sign binding North Dakota to the Smarter Balanced Assessment Consortium. When and how was it changed so that the North Dakota Department of Public Instruction has sole authority to commit North Dakota citizens to such arrangement? Where in North Dakota statute is there authorization for the North Dakota Superintendent of Public Instruction to commit North Dakota to such arrangements? **How might the SBAC member states, having a much different political philosophy than the majority of North Dakota citizens, vote to alter the governance of SBAC when North Dakota's control can now be possibly described as miniscule?**

The legal and financial analyses done by the North Dakota Department of Public Instruction of this Memo of Understanding prior the citizens of North Dakota becoming legally bound to these conditions by the North Dakota Department of Public Instruction must be examined to provide citizens and their elected representatives with a full understanding of just exactly how North Dakota is entangled with UCLA/CRESST.

#8
HB 1461
2-2-15

TESTIMONY ON HB 1461
HOUSE EDUCATION COMMITTEE
February 2, 2015
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Nathe and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here today to offer information and to testify in opposition to House Bill 1461. You - as lawmakers – are tasked with making a decision to change the North Dakota process we use to establish learning standards and to change the process for measurement by which legislators assure accountability for the dollars you invest in education. Before you make that decision, I believe it is important that you have an understanding of the how the process exists today and has existed for decades before you determine if it should be changed.

First a few facts: The North Dakota Legislature through NDCC 15.1-02-04 requires "the superintendent of public instruction to set and supervise learning standards in schools." Also, the Legislature through NDCC 15.1-21-08 and Congress through the 2001 reauthorization of the 1965 Elementary and Secondary Education Act - PL 107-110 requires that our students be tested each year in grades 3-8 and 11 on our state standards that include mathematics and reading.

I will address each of these two issues – standards and assessment separately.

Some history on Standards: North Dakota has required uniform content standards in our core subject areas for decades. Many sessions ago the legislature determined that is was necessary to have these standards in place to ensure that all of our state's students received an equitable education of high expectations in every classroom in the state. The legislature felt that in the absence of this uniform set of expectations at each grade level too many of our students were having their fate left to chance and their learning was dependent on what a particular teacher or a particular district wanted to teach in that particular year. Our legislators were aware of - or experiencing themselves with their own children - too many examples of students spending a great deal of time learning about dinosaurs, or social studies and very little time learning math and science concepts yet across the hallway with a different teacher or down the road in a different town students might be learning math, science, literature, social studies, arts, and foreign languages.

Since that time, at the direction of our legislature, our state's educators have been developing uniform content standards for each grade level or grade span in these subject areas:

1. The Arts – Dance, Drama, Music, and Visual Arts
2. Foreign Languages

3. Library & Technology
4. Mathematics
5. Physical Education
6. English Language Arts
7. Science
8. Social Studies– History, Economics, Government, Civics, Geography
9. and others such as English Language Learning

A process for regularly scheduled review and updating of each set of these content area standards was established which generally follows a five-to-seven year review cycle. This review cycle continues today.

The same process we have used for reviewing and updating our content area standards for decades was used when determining our most recent revision of our math and English standards.

I will outline those steps for you below and provide a timeline.

- April 6, 2010 - The State invited school district leaders, and the ND University System to nominate k-12 teachers, and university-level professors, in the areas of math and English instruction to serve on the

standards committee to review and update the North Dakota math and English standards.

- May 2010 – approximately 70 North Dakota educators were selected from the nominations to serve on the North Dakota Math & English Standards Committees. They represented big, small, public, private, north, south, west, and east schools in our state. *(Exhibit 1)*
- June 2, 2010 - The national work of the National Governors' Association and the Council of Chief States School Officers was complete with the final release of the Common Core State Standards.
- June 22, 2010 – ND Standards Committee began its process of determining the next North Dakota math and ELA standards.
- September 2010 –
    - North Dakota Standards Committee released its first draft of revised ND Math & ELA standards based on the common core.
    - DPI sent a notice to all schools and school personnel and issued a media release asking for public comment to be received by November 15, 2010. *(Exhibit 2)*

      http://www.dpi.state.nd.us/news/press%20release/09272010.pdf.
- November 2010 – DPI compiled all public comment

- December 2010 –
    - North Dakota Standards Committee reviewed all public comments
    - North Dakota Standards Committee incorporated those public comments into their second draft
- February 17, 2011 –
    - North Dakota Standards Committee released second draft of state's revised content standards in math and ELA based on the common core
    - DPI sent notice to all schools and school personnel and issued a media release requesting public comments on the standards to be received by March 10, 2011. *(Exhibit 3)*

      http://www.dpi.state.nd.us/news/2011/press_release2_17_2011.pdf
- April 2011 –
    - North Dakota Standards Committee meets again to review public comment and incorporate findings into the third draft of the revised state content standards
    - North Dakota Standards Committee submitted a final recommendation to the North Dakota State Superintendent.
- June 2011
    - State Superintendent included his commentary and provided final approval.

- June 20, 2011
    - NDDPI announced final release of final and official draft of state's revised math and ELA standards based on the common core.
    - DPI sent notice to all schools and school personnel and issued a public media release. *(Exhibit 4)*

      http://www.dpi.state.nd.us/news/2011/press_release6_20_2011.pdf
- 2011- 2012
    - Many schools – including Bismarck, Mandan, Grand Forks and Fargo – began to implement the new standards during the 2011-2012 school year.
- July 1, 2013 – Effective date of full implementation of revised North Dakota math and English language arts based on the common core
- 2013-2014 - All schools were fully implementing the new standards during the 2013-2014 school year

Given the evidence of the press releases you have in your hands, and the list of Standards Committee members I argue that this process was CERTAINLY NOT done in the dark of night without public knowledge or North Dakota educator involvement.

Much has been said about some states "pulling out of common core". Here are the facts:

- Forty-five states plus D.C. initially adopted the common core standards.
- Since then, the state of Indiana and Oklahoma have dropped the standards, but Indiana's legislation that pulled them out also required that a working group of Indiana teachers be involved in developing a revised set of English and math standards. (It should be noted - that working group recommended standards substantially similar to the Common Core.)
- South Carolina, Missouri and North Carolina legislators have kept the standards in place while a new revision process begins <u>but ordered a review process which would include teachers instead of just their state board of education and department staff making the decision.</u>
- This means the standards are firmly in place in 40 of our sister states! And the District of Columbia!

What I find most important in this information is the fact that the process we use - and have used in North Dakota for decades is the process that is being replicated in other states. I have been SO proud that North Dakota has always given the authority and responsibility of setting content standards to a committee comprised

of educators and those directly involved in teaching and learning. When I tell others from outside our great state of this process they are equally impressed by our wisdom and foresight– yet now this bill threatens to undo the very process that other states are replicating and remove the authority from a majority of teachers and put it in the hands of a committee whose majority is legislators, non-educators, and possibly even outside consultants who are not even residents of North Dakota as allowed on page 4 line 29 of this bill. That does not make sense to me and it is not good leadership. To add further insult to our previous wisdom the authority of the state superintendent, - who is a ND citizen, and is an elected official of the state of North Dakota by the residents of North Dakota to "set and supervise the learning standards in North Dakota" - is stripped away on page 5, lines 1-3 of this bill - and replaced with the directive that the "interim committee SHALL contract with an individual to serve as an executive director for purposes of overseeing the standards development process."

The second issue I said I would address and provide background information on is assessment. As I stated NDCC 15.1-21-08 and PL 107-110 require that our students be tested each year in grades 3-8 and 11 on our state standards that include mathematics and reading.

Since the last reauthorization of the 1965 ESEA, schools have been required to report their schools test results each year for each grade level and each subgroup. Previously, each state developed and administered their own test. This was problematic because naturally when the reports were released comparisons were drawn among and between states that were unbalanced, inequitable and unfair. To provide better consistency to our students taking the tests and to our legislators using the accountability reports, states decided to try to develop a uniform set of tests. Two groups PARCC and Smarter Balanced were formed to develop a set of tests that could be used among all states.

I will again try to provide some information and a timeline:

September 2010 –North Dakota agreed to participate in both PARCC and Smarter Balanced as Advisory Members to help monitor, learn about and test items for each group.

September 2010 – May 2013 – North Dakota teachers spend hundreds of hours participating in workshops with the two groups and personal time investigating the two assessments.

June 2013 – As the new state superintendent I invited North Dakota educators from across the state to a two-day conference in Bismarck to help

determine what North Dakota's next state assessment should be. Nearly 150 North Dakota educators heard from PARCC and Smarter Balanced and we explored the possibility of buying our own test from a third-party vendor again. (Exhibit 5)

The message was clear. North Dakota educators felt the two groups were similar in their offerings and advantages to North Dakota but they absolutely did not want to go out and make our own test. Comments I received included the desire to share materials and collaborate on ideas, resources and professional development with their colleagues in South Dakota, Montana, Iowa, Wyoming and others across the nation instead of trying to create the teaching, and assessment supports on their own test. They also stated they felt we would be no better off than we were before if we made our own. Students and legislators still wouldn't know how they stacked up against students in another state if we were giving our own assessment.

July 2013 – North Dakota announced its decision to become a Governing member of Smarter Balanced and discontinue its membership as an Advisory State with PARCC. *(Exhibit 6)*

July 2013-Current – Over 130 North Dakota educators became involved in the process to write, develop, align and score the new assessment through Smarter Balanced. *(Exhibit 7)*

Most recently a completely open process for educators, parents and all community members was conducted to help determine the benchmarks for our test results. *(Exhibit 8)*

Never before in the history of our state have North Dakota educators had the opportunity to be so involved in the development of test questions, the alignment of the tests or the scoring of the answers on the assessment we administer to our students. Previously we have simply had to purchase "off-the-shelf tests" that were already created -Remember Iowa Basic Skills - or at the very least we have had to purchase individual test items that were available from vendors. The state legislature currently requires tests whose questions are developed by people we don't even know – the interim (NWEA/MAP) test and the ACT are both required by ND law and both are tests whose questions are written without North Dakota educator input. We simply do not have psychometricians living in North Dakota who are necessary to create our own test from scratch. Not to mention the other specialists necessary to ensure those test items are diversely compatible, can be transcribed into Braille without losing their meaning and have text-to-speech capability. These are just a few of the OCR, IDEA and ADA demands that are required for our students with special needs. Our previous state assessment required us to purchase test questions from a company called CTB then simply package the test items together and administer it to our students. We had no idea

who wrote and tested those questions or what their intent might have been. We now have had the opportunity to be involved in a deep and meaningful way with the development of our state assessment. Do we really want to go backward?

My colleagues – state superintendents and commissioners of education – from the 20 states who make up Smarter Balanced **control** the governance of our group of Smarter Balanced states. We make the decisions and we determine the direction. The employees of Smarter Balanced work for us. We are their governing board. Especially important is the fact that regardless of our size North Dakota has equal influence and authority - In Smarter Balanced one state = one vote. That is drastically different than when I first started in education. North Dakota had no say and no influence in what test items were created by companies or what publishers chose to print for resource materials. Everything was geared toward meeting the needs and desires of the large states like Texas and California.

One misunderstanding that I would like to clarify has to do with the fact that since our contract with Smarter Balanced declares that "North Dakota agrees to accept the Smarter Balanced standards" many assume that means we have automatically lost our right to set our own English and math standards. That is absolutely incorrect. The agreement to adhere to "Smarter Balanced standards" refers to the TESTIING INDUSTRY STANDARDS **not** subject area content standards of math and English! Every industry has standards. Airplane

manufacturing has standards. The banking and insurance industries have standards. The standardized testing industry has standards too! The agreement North Dakota signed simply agrees we will adhere to the use of reliable, valid test items and agree to administer the assessment using best practices of the testing industry.

A few final items of importance as you consider HB 1461.

- North Dakota did not receive any federal money for adopting these standards. We never even applied for a single Race to the Top dollar.
- And I believe I clearly demonstrated the fact that I don't dance around or dance with the US Department of Education at the expense of students when I withdrew North Dakota's NCLB waiver application three months after taking office (March 2013) to ensure North Dakota could implement our newly adopted standards without federal intervention. *(Exhibit 9)*

  http://www.dpi.state.nd.us/news/2013/pr3-4-13.pdf

In closing, the people of North Dakota have historically expected two very basic things from their public education system: local control and leadership from the state in setting expectations and providing support. HB 1461 strips away that leadership and leaves our school districts fending for themselves without direction, proper resources or personnel while the state goes backward in time to conduct activities such as those on page 4, lines 12 – 18

where it states, "..the interim committee shall review....the standards used in California and Massachusetts prior to the Common Core" to try to rewrite something that was already decided years ago by a highly qualified group of NORTH DAKOTA educators.

You have in your hands hundreds of names of educators who have contributed to both the standards work and the assessment work. I ask you, are you really going to tell them that their work is not worthwhile and that a group of legislators and their appointees or their contractors from out of state can do a better job for their students than they can?!

I urge a do not pass recommendation on House Bill 1461.

Thank you and I stand for questions.

#9
HB1461
2.2.15
K. Buester

Number of Students Enrolled			
9th	10th	11th	12th
0	0	24	231
0	166	1,636	1,928
0	0	25	479
0	0	6	60
0	166	1,691	2,698

There were 190 high schools in 2013-14.

	Number of Students Enrolled			
Number of Schools	9th	10th	11th	12th
121	0	166	1,691	2,698

Course Code	Course Name	Number of Schools
11061	Calculus	26
11181	Pre-Calculus	116
11581	AP Calculus AB	17
11582	AP Calculus BC	2
Total		161

#10
HB1461
2-2-15

New Town Public School District #1 and North Dakota State Standards Implementation

Chairman Nathe and members of the committee, my name is Marc Bluestone. I am the Superintendent of the New Town Public School District #1 in New Town. New Town is located on the Fort Berthold Indian Reservation, home of the Mandan, Hidatsa, and Arikara people. We have 793 students in grades K-12. The following is written testimony on behalf of our school district in opposition to House Bill 1461.

Over the past six years, the New Town School District staff has spent countless hours researching best practices of effective instruction. One of the core areas of effective instruction is to provide a strong curriculum which includes pre- and post-assessments. Through the curriculum development process, the school district has been developing instructional units based on essential core standards. The district curriculum is based on the North Dakota State Standards. Each course is broken into eight to fourteen instructional units based on the Understanding by Design process.

The school district has developed all curriculum based on the current North Dakota State Standards. North Dakota's English Language Arts and Mathematics are based on the Common Core Standards. The New Town School District began writing its curriculum as soon as the standards were made available and has had the essential curriculum in place for the past two years.

Since the implementation of the North Dakota Standards, our staff has improved its overall knowledge base of effective instruction including but not limited to:

- Defining and modeling effective instruction
- Choosing and creating appropriate curriculum and using it in conjunction with effective instruction
- How to review data and how to use that data to drive instructional decisions
- Creating and using formative and summative assessments
- Grading practices

- Using 21st Century skills
- Implementing instructional interventions
- Addressing the needs of our at-risk students

The New Town School District has been working diligently on improving the academic opportunities that we offer to our students. For example, the high school mathematics department has increased the number of advanced mathematics classes available. 8th grade Algebra, a credit bearing class for high school, was implemented four years ago. Trigonometry was implemented two years ago. This year, Pre-Calculus (6 students) and Advanced Placement Calculus (7 students) have been implemented. Through a partnership with the Fort Berthold Community College, those students who complete both classes will earn up to sixteen college mathematics credits. The high school English department is preparing to implement dual credit classes Composition I and Composition II for the 2015-2016 school year. These new classes would not have been possible if the school district had not begun the process of strengthening its curriculum and determining what our students need to be college ready, which are a core component of the North Dakota Standards.

In reference to the upcoming legislation for the state to drop the North Dakota English Language Arts and Mathematics Standards, which are based on Common Core Standards, we as a district feel that decision would be a huge mistake. Over the past six years, our school district has spent over $500,000 on implementing its school improvement initiative to provide a high quality curriculum to our students. To start over on any new state-led initiative would be an obvious waste of resources for the district and the staff.

By using the current North Dakota Standards, we as a district believe that:

- The standards are set up as grade-level expectations. These are the tasks students should have accomplished and mastered by the time they have completed a grade level in order to move to the next grade. The school district implemented a first grade entrance exam during the 2013-2014 school year. It will implement a second grade entrance exam during the

2014-2015 school year and a third grade entrance exam during the 2015-2016 school year.

- The standards are not a canned or pre-made curriculum. They do not mandate teachers or restrict them in reference to instructional methods, assessments, resources, or scope and sequence of how the information is taught.

- The standards are critical in developing curriculum to achieve student success. All of the administration, teachers, and staff of the New Town School District work together to support innovative and quality instruction that is based on these standards.

- Research states that an effective education system is grounded on a standards-based education including formative and summative assessments to promote student learning. All of our district curriculum includes post assessments and fifty percent includes pre-assessments. The data from these assessments guide instructional decisions.

- Educational leaders including the North Dakota Council of Educational Leaders support the North Dakota Standards that are based on Common Core. They also support the ability of local school boards to make decisions based on what works for their respective communities. The New Town Board of Education mandated district staff to implement the current standards.

- Since the adoption of the Common Core Standards, our school district has seen a steady improvement in its testing results in English Language Arts and Mathematics. Prior to the implementation of our district-wide curriculum, the school district's results were inconsistent (increases one year and decreases the next year). Over the past two years, the New Town Public School District has increased their North Dakota State Assessment scores so that they are finally comparative to area school districts.

The New Town Public School District's Board of Education, administration, and staff are opposed to the legislation to change the current standards that are based on Common Core. The district has invested heavily into the implementation of these standards and have experienced positive results. To pause what we are currently doing and wait for new standards would not be beneficial to our students.

On behalf of the New Town Public School District, I am recommending a Do Not Pass on House Bill 1461.

New Town Public School District

Academic Goals:

End of Kindergarten:	**Every student is academically ready for 1st grade**
End of 3rd Grade:	**Every student at grade level in reading, writing, & math**
End of 5th Grade:	**Every student academically ready for middle school**
End of 8th Grade:	**Every student academically ready for high school**
End of High School:	**Every student graduates ready for college and/or career**

Beliefs: Ethnicity, economic circumstances, and special needs do not predict academic success. Teacher's effective use of research-based instructional strategies predicts academic success.

K—12
Effective Practices

Curriculum:	**Aligned to Common Core** **Data Driven Instruction** **Understanding by Design (UbD) Curriculum Units Based on Essential Understandings** **Pre and Post Assessments on Each Curricular Unit in Reading/Language Arts & Mathematics** **Post Assessments on Each Curricular Unit for all Content Areas** **1st, 2nd, 3rd Grade Entrance Tests**
Literacy:	**Reading/Language Arts Assessments with Structured and Tiered Interventions Based on Response to Intervention (RTI) for Grades K-10**
Math:	**Mathematics Assessments with Structured and Tiered Interventions Based on Response to Intervention (RTI) for Grades K-10** **High School Math Placement Readiness Test**
Collaboration:	**Advisor Mentorship Program (Grades 7-10)** **Grade Level Data Teams K-6** **Subject Level Data Teams 7-12**
Behavior:	**Every student will complete every assignment with quality.** **Every student is accepted as a valuable member of the school community.** **No Bullying** **Six Pillars of Character are promoted: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship**

#11
HB1461
2.2.15

Sixty-Fourth Legislative Assembly
Testimony Regarding HB No. 1461

Relating to the authority of the superintendent of public instruction and other state officials and agencies, and to standards and assessments; to amend and reenact sections 15.1-02-04 and 15.1-21-12 of the North Dakota Century Code, relating to the duties of the superintendent of public instruction and professional development; to repeal sections 15.1-21-08, 15.1-21-09, 15.1-21-10, and 15.1-21-11 of the North Dakota Century Code, relating to state assessments; to provide an appropriation; to provide for a legislative management study; to provide an effective date; and to declare an emergency.

Submitted by: Dr. David Flowers, Superintendent, West Fargo Public Schools
Presented to: House Education Committee, February 2, 2015

Chairman Nathe, Members of the Committee, thank you for the opportunity to share with you today. My name is David Flowers, and I serve as superintendent of West Fargo Public Schools. Let me first emphasize that in our school district we have an ambitious strategic plan that holds lofty goals for our students. New ND Standards are in strong alignment with our district's strategic plan which has three major goals: strong foundation skills; college and/or career readiness; and acquisition of and demonstration of the 21st Century four C's (communication, collaboration, critical thinking and creativity). This alignment is much stronger for the new standards than was true for the old standards. We have received strong support (and pressure) from our local business community to do a better job with the four C's, and with student achievement overall. The new ND Standards are a step in the right direction. As our current law requires, ND Standards are reviewed and revised every few years. This is akin to revising the strategic plan for a business or a school district. A first step is an "environmental scan"—which asks, "What's out there in the environment, in trends, in research, that should inform our direction?" It would have been a major misstep as a state not to have looked at the Common Core State Standards as a beginning point as the state did its most recent review of standards. The process involved North Dakota educators from the field, and we believe adoption of the new standards was appropriate.

Furthermore, we believe that the ND Standards based on the common core are a necessary step if we are serious about students being able to do more than regurgitate memorized facts or follow regimented, rote procedures. The new standards are more rigorous—which means that they

require higher levels of thinking and application of skills. In other words, the standards will help drive teaching and learning of the four C's—critical thinking, collaboration, communication and creativity. Our district and a number of others in the state are members of EdLeader 21, which is a consortium of districts from across the country that are trying seriously to teach 21st century skills. EdLeaders 21 agrees also that the Common Core standards are an appropriate though probably not sufficient next step in helping to drive teaching and learning of the 4 C's.

The bill calls for standards that are "internationally benchmarked to ensure that North Dakota students are prepared to achieve and succeed in a knowledge-based globally competitive society and economy." Ladies and gentlemen, this is what the common core standards do. To re-invent the wheel, and thereby potentially be out of alignment with other states would be foolhardy. Greater consistency achieved by aligning with the Common Core standards across the country is a positive step, instead of the patch quilt of different standards among states in the current model. Now when performance among states is compared, it is an apples and oranges affair. The greater transiency of our population also points to a need for common standards, so when students move they stand a better chance of not missing whole chunks of content because districts or states are all over the place on what to teach and when. We would not tolerate great variance in specifications for building an interstate highway system, but we haven't been able to agree to date on what students should know and be able to do from one state to another. For these reasons, we strongly support the adoption, implementation and

Sixty-Fourth Legislative Assembly
Testimony Regarding HB No. 1461

Relating to the authority of the superintendent of public instruction and other state officials and agencies, and to standards and assessments; to amend and reenact sections 15.1-02-04 and 15.1-21-12 of the North Dakota Century Code, relating to the duties of the superintendent of public instruction and professional development; to repeal sections 15.1-21-08, 15.1-21-09, 15.1-21-10, and 15.1-21-11 of the North Dakota Century Code, relating to state assessments; to provide an appropriation; to provide for a legislative management study; to provide an effective date; and to declare an emergency.

Submitted by: Dr. David Flowers, Superintendent, West Fargo Public Schools

Presented to: House Education Committee, February 2, 2015

measurement of achievement of the ND Standards, and we stand in opposition to legislation that would seek to undo the progress we have made with adoption of the ND standards.

#18
HB1461
2-2-15

Testimony to House Committee 2/2/2015

In Opposition to House Bill No. 1461

Good morning. My name is Robert Grosz, I am the Associate Superintendent for Teaching and Learning for the Fargo Public Schools. I am here to testify in opposition of H.B. 1461.

Over the past few years, I have had the opportunity to work with Fargo Public Schools staff in the implementation of the North Dakota English Language Arts and Mathematics Standards that are aligned to the Common Core Standards. The standards are designed to prepare students for college and their careers and prepare students to collaborate and compete with graduates of other countries in today's global marketplace.

The standards set new targets for what students should know and be able to do. The English Language Arts standards place a stronger emphasis on nonfiction content, increasing text complexity, the ability to write logical arguments. The math standards emphasize greater and earlier understanding of mathematical concepts so that students are prepared to apply mathematical problem solving to real world issues and challenges.

The adoption of the new standards have assisted our district in the review of current practices, and in making adjustments to instruction to align with and complement the standards. We have decided how the standards are to be taught and have established the curriculum, just like we have under any previous set of standards. Teachers continue to create lesson plans and differentiate instruction to meet the needs of their students in their classrooms.

I have observed through my work with staff that the Language Arts and Math Standards have created opportunities for rich, deep discussions about what we want students to know and be able to do. These professional collegial conversations have assisted our staff in our continuous improvement cycle which will lead to student success.

The standards provide students, parents, and teachers with a clear understanding of what is expected of students at each grade level. The standards provide consistent learning goals for all students – regardless of where they live – so that when children move from district to district or from state to state, they will have the same learning goals, making the transition of moving more seamless for students, parents, and teachers.

House Bill 1461 states that no state official or agency may directly or indirectly utilize state resources in support of or in advancement of the Common Core Standards. This would be in contrast to current practices which are already in place in our schools.

For the reasons I have previously stated; the standards are designed to prepare students for college and their careers, to prepare students to apply their learning to real world issues and challenges, to provide clear understanding of what is expected for students at each grade level, to provide a seamless transition for mobile families, while still allowing for local control over curriculum and instruction, I oppose House Bill 1461.

#13
HB1461
2.2.15

Testimony by Morgan Forness, president of the North Dakota State Association of Nonpublic Schools (SANS).

Chairman Nathe & members of the Education Committee, my name is Morgan Forness and I am here today representing the State Association of Nonpublic Schools to speak on **HB 1461** from a private school perspective.

SANS membership represents more than 45 private, (nonpublic) schools in North Dakota made up of almost 7,000 students. Private schools have faithfully contributed to providing both "choice to parents" and "excellence in education" for well over 100 years, providing quality education for literally thousands of students. In reality, some of our schools have been at the forefront of standards development and discussion, leading the way educationally in terms of NCA/AdvancEd Accreditation Standards dating back to 1926, so this is nothing new for us.

It may seem strange to some that the private schools are here in "lock-step" with the Department of Public Instruction on "State Standards" as we collectively; 1) value local control and 2) desire limited government interference in education. I think that is a North Dakota trait, not necessarily a public/private issue.

Historically, nonpublic schools do not view themselves in opposition to or as a competitor of public schools. Instead, we are a viable alternative for parents and we are a community partner in meeting the needs of the "public" of North Dakota. We legally meet the same criteria for "school approval" as our public counterparts, and all of this has been done by private schools with virtually no government financial support—a huge savings to the taxpayer and state.

With that said, we see the "North Dakota State Standard" discussion to be simply this:

- Standards are Essential for Achievement - DPI is following a very open, collaborative and research-based process that regularly reviews and sets "grade level" skills and knowledge that we desire for our students to attain to ultimately be ready for college and career upon graduation. This "vetting process" of educational standards has gone on for decades and is a part of North Dakota law. I have personally witnessed the increase in academic progress of our school the past two years in both internal assessments as well as ND Standardized tests, far exceeding anything we have experienced before. The test results are used as a measuring stick to assess both personal student progress as well as school-wide data to identify any potential gaps in learning or better strategies to implement. We feel it is academically prudent to assess student learning and the data is ours alone to use as we see fit.

- No Loss of Control - State Standards in no way infringe on the private schools' specific mission statements and the values we integrate into our school setting. They are simply a set of clear goals, or benchmarks, to help students succeed in the academic world. While we offer many of the same classes as public schools to meet graduation requirements, no curriculum is mandated and we are free to teach the "what and how" as we see fit. This ensures that we are helping our students achieve the necessary skills and knowledge for a rapidly changing world, in a manner that meets our values—the values of the families we serve.

- Maintaining Cultural Relevancy - Representing 3,000 private Christian schools in the United States, the Association of Christian Schools, or ACSI, supports the standards, calling them ***"universal educational standards that are applicable worldwide."***

    - As stated in the November issue of *Christian Schools Educators*, *"Credibility in the public sphere is maintained when Christian Schools do in fact 'contribute to the public good,' remain 'socially engaged,' and remain 'culturally relevant';. . .to shaping 21st Century Christian Education."* We feel the State Standards help to do this and serve as a framework for one of many teaching strategies, resources, curriculums, and objectives put in place by our educators to help students succeed. Using the standards only as a benchmark, we often seek to exceed the benchmarks in a manner that aligns to our particular missions.

To close, **HB1461,** which would withdraw from the recommended State Assessment and establish new "interim standards," would be confusing and a pose a huge challenge to the State of North Dakota, DPI, and schools alike, and SANS encourages a "Do Not Pass" recommendation.

#14
HB1461
2-2-15

Greater North Dakota Chamber

Testimony of Andy Peterson
Greater North Dakota Chamber of Commerce
HB 1461
February 2, 2015

Chairman Nathe and members of the committee, my name is Andy Peterson; I am the President/CEO of the Greater North Dakota Chamber. GNDC is working on behalf of our more than 1,100 members to build the strongest business environment in North Dakota. GNDC also represents the National Association of Manufacturers and works closely with the U.S. Chamber of Commerce. As a group, we stand in opposition to House Bill 1461.

The Greater North Dakota Chamber sees great value in having a highly educated population. You've heard a lot this morning about North Dakota's educational system, how Common Core has improved that system and why it is so important to the future of education, and most importantly, to the success of our students. I'm here to tell you that it is also important to the future of the business climate.

Businesses are constantly looking for highly trained and educated employees. In the packet of information I've handed you, you'll see a number of letters from business leaders in the state. Also, in the packet, you'll find additional information regarding the assessments as they impact North Dakota's future college and workforce readiness. The information was gathered and organized by HSM strategists. After I'm done speaking, I will also introduce a business leader who will speak directly to you regarding the necessity of these standards.

High educational standards support a future full of highly skilled, educated and competitive adults. The Greater North Dakota Chamber respectfully requests a DO NOT PASS recommendation on HB 1461. I would be happy to answer any questions.

Champions for Business

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A Big Win for North Dakota Students:
The North Dakota Common Core State Standards

In 2013, North Dakota's on-time high school graduation rate was 87%—one of the highest in the nation. That same year, more than two-thirds of fourth and eighth grade students demonstrated proficiency in reading and math on the North Dakota State Assessment (NDSA). Unfortunately, there was another story to be told. On the Nation's Report Card (also known as the National Assessment of Educational Progress), well under half of students in both grades demonstrated proficiency in those subjects—revealing that North Dakota had set its bar too low. Although students were graduating high school and reaching proficiency on the state test, they were not prepared for college and careers. In 2013, 26% of full-time college freshmen at state universities had to take a remedial class because they lacked the skills to successfully complete college-level work. In recognition of this longstanding disconnect, in 2011, the North Dakota Board of Education adopted a set of college- and career-ready standards in English language arts (ELA) and math to help ensure students were learning the skills most essential for success in college and the workforce.

North Dakota's Proficiency Rates on the 2013 NAEP and the NDSA

Test	4th Grade Math	4th Grade Reading	8th Grade Math	8th Grade Reading
NAEP	48%	34%	41%	34%
NDSA	80%	76%	71%	75%

The previous state standards were unclear and contained vague explanations of student expectations. The high school math standards were missing some of the most critical material. On the U.S Chamber of Commerce's 2007 *Leaders and Laggards* report, North Dakota's standards received a D because they lacked the rigor necessary to prepare students for college-level work.

The North Dakota Common Core State Standards:

- Are more rigorous academic standards that prepare all students for success after high school.
- Emphasize real-world skills like critical thinking and problem solving.
- Are comparable across states.

With the adoption of higher standards, North Dakota is one step closer to ensuring that students will have the opportunity to reach their full potential. By 2020, 69% of jobs in the state will require a postsecondary credential. However, only 50% of adults in the state currently have such a credential, resulting in a 19% skills gap.

Better Standards Deserve Better Assessments

Teachers across North Dakota have been hard at work putting these higher academic goals in place. It has been a significant undertaking involving countless hours of professional development, curricula alignment, and learning strategies to engage students more deeply than ever before.

Better assessments:

- Give an honest, objective report of how our students are doing.
- Ensure all students are held to the same expectations.
- Identify struggling students so they can get the help they need.

The next phase of this work is to implement aligned assessments that are more meaningful to students, teachers and parents in determining which skills a student has or has not yet mastered in order to be prepared for college and careers. The state needs a test that can measure the critical-thinking and problem-solving skills that students need to be successful. The existing state tests cannot evaluate this level of learning, whereas improved assessments are an opportunity to move beyond rote-memorization "bubble tests" to applying learned skills.

Putting better assessments in place is not enough. They need to be part of a larger system of accountability that supports student achievement and holds schools accountable for successfully teaching the content outlined in the standards. At the heart of accountability is the need to ensure that all students across North Dakota receive the same high-quality education. Meaningful tests serve as school-wide academic checkups that can identify struggling students and schools in need of extra support so that interventions can be put in place. In addition, improved assessments can identify high-achieving students who require support to maintain their academic engagement and provide them with the resources necessary to continue to help them excel.

For the past four years, teams of academics, testing experts and teachers have been working tirelessly to create two new testing options aligned to college- and career-ready standards: PARCC (Partnership for Assessment of Readiness of College and Careers) and the Smarter Balanced Assessment Consortium. These two assessment systems were field tested this past spring in 35 states, including North Dakota, where students took the Smarter Balanced field test. The tests aim to do the following:

- Accurately measure students' progress toward college and career readiness.
- Assess a wide range of skills, including real-world, critical-thinking and writing skills.
- Provide real-time information on student progress to help guide teacher instruction and improve learning.

Smarter Balanced

- A group of states working together to develop high-quality, computer-adaptive assessments that measure college and career readiness in both math and language arts.

North Dakota was originally a member of both consortia, but left PARCC in 2013 to become a governing state in the Smarter Balanced consortium. Students in grades 3–8 and 11 will take the computer adaptive tests this spring in math and ELA. The Smarter Balanced system also comes with a suite of resources, including classroom activities and short formative assessments that allow teachers to measure progress throughout the year to ensure students are on track.

Comment [EF1]: State specific (ND is using all of these)

During this transition, it is important to advocate for key criteria that will make the state assessments a strong measuring stick of how North Dakota students are doing on the path to college and careers both at the state and national levels. Leaders continue to be enthusiastic about the Smarter Balanced assessments because they meet so many of the criteria that make up a high-quality aligned test. As advocates, we need to ensure that the assessments accurately measure college and career readiness and have these characteristics to serve as a useful tool to benefit students.

A High-Quality Assessment:

- Is developed with input from academic and testing experts, as well as teachers.
- Is field tested and reviewed before being fully implemented.
- Assesses a wide range of real-world skills using a variety of question formats.
- Includes formative or interim assessments that act as academic checkups to ensure that students are keeping pace.
- Provides detailed and timely feedback that sends an early warning signal to teachers if students are not on track so that interventions can be put in place.
- Is comparable across states.

Frequently Asked Questions

1. **What is the difference between curriculum and standards?**
   - Standards are a set of guidelines for what students are expected to know and be able to do at specific points in their education. Standards provide the foundation for key components of the education system, including curricula, instructional materials, teacher training and assessments.
   - A curriculum is the course of study covering the standards. It is set by local school districts and includes the lesson plans, programs and textbooks that teachers use to teach the content and skills outlined in the standards.

2. **If students are learning with different curricula, how can they take the same test?**
   - Although teachers use different materials and curricula, students still learn the same skills outlined in the standards. Teachers can be creative in their instruction, designing lessons to best reach their students and establishing a classroom where all students can achieve.

3. **Will the new test replace the old state test?**
   - Yes. The Smarter Balanced tests will replace the North Dakota State Assessment in both ELA and math.

4. **Will annual test scores impact schools and districts?**
   - As a part of the No Child Left Behind Act, school-wide test results are used as one measure for school accountability. Just as tests are used as academic checkups for individual students, they also serve as checkups on our schools. Districts need to identify struggling students and schools in need of support so that interventions can be put in place to ensure all students across North Dakota receive a high-quality education.

5. **How will test scores impact teachers?**
   - Assessment scores can show classroom performance and help guide teachers' instruction. Scores from the assessments are not tied to a teacher's employment status.

6. **How will test scores impact students?**
   - There are no testing requirements for graduation or promotion.

7. **What kind of professional development did teachers receive in preparation for the standards and tests?**
   - There has been professional development in various forms all over the state for the past few years. This has occurred on the district, regional, and state levels. The succeed 2020 grant and the Regional Education Associations have spent a tremendous amount of time on this. It would be a huge step back and waste of time to go back.

Comment [EF2]: State added this.

Comment [EF3]: State provided this info.

Comment [EF4]: State specific language

8. **What kind of data will be collected? Will it be released?**
   - Under the federal Elementary and Secondary Education Act, North Dakota is required to collect data on school performance. Aggregate data collected includes student test scores and information such as attendance, support services and academic growth. *The state will not release any personally identifiable student information.* Only individuals who interact with students on a daily basis, such as teachers and parents, are allowed to see student-specific information. Federal law protects the privacy of student information and education records through the Family Educational Rights and Privacy Act (FERPA). The only information that will be publicly available will contain aggregate data for schools, districts and subgroups.

9. **How were teachers involved in the test development process?**
   - North Dakota teachers were involved in a review of the test questions for content, bias/sensitivity and accessibility. They also assisted with the development of learning resources in the Digital Library, an online collection of aligned resources to support teachers as they adjust to teaching the standards.

10. **Where can I go for more information?**
   - www.sbac.org
   - http://www.dpi.state.nd.us/title1/targeted/require/assess/

#14a. HB1461
2/2/15

Steven D. Britsch, CPA
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January 28, 2015

Dear Chairman and members of the committee,

I write this letter as a business owner and father of two children (age 10 & 13) in support of Common Core. Common Core provides a needed blueprint for education, much like in the process of constructing a building. The first layer of blocks have standards that they must meet in order for the next layer of blocks to work. Much the same way, the first grade education needs to have standards met in order for second grade to work properly. We have to educate our students so they are properly prepared to meet the challenges of their next stage in life. Whether a child attends college or enters the workforce, Common Core is a much needed long-term strategy that meets that objective.

Thank you for your time in reading this letter.

Sincerely,

Steven D. Britsch, CPA
Britsch & Associates, PC

JMAC resources

January 26, 2015

Dear Chairman and members of the committee,

Without the current Common Core initiative here in North Dakota how can I as a parent be assured that my children will have the tools necessary to compete with other students for entry into college or the global workforce?

I'm a supporter of the Common Core initiative and have personally witnessed its benefits with our three children. As a business leader and more importantly a father I urge your continued support for the Common Core initiative in North Dakota.

Sincerely,

Robert J. Krom
Vice President/General Manager
JMAC Resources

5009 139th Ave. NW • Williston, ND 58801 • 701-774-8511 • Fax 701-774-2015 •
www.jmacresources.com

January 28, 2015

Dear Chairman and Members of the Committee:

My name is John Stern, co-owner of Straus Clothing in Fargo, and member of the GNDC Board. I am writing in support of the concept of common core educational standards for students in our schools. As an employer, one of the trends we have noticed over the last few decades is a decline in what used to be considered basic knowledge in students who have graduated from high school and who come to us looking for employment. Simple math skills, writing skills, proper English speaking skills have all declined. By adopting a set of standards, it is our hope that we can reverse this trend.

We see education, and thus the Common Core issue, as a workforce readiness issue. We support the work that has been done nationally and trust that North Dakota's educational leaders are guiding us down the right path – to Common Core Standards with local curriculum development. We don't think anyone would deny that there should be some standards.

Those that oppose Common Core we have to assume object to the process more so than the goal of setting standards. We feel the process has been properly developed and executed, and we urge you to support the vast majority of respected educators and policy-makers who have worked on it.

John Stern
Straus Clothing, Co-Owner

January 28, 2015

Mr. Chairman and members of the committee,

My name is Brad Schlossman. I am the CEO of West Acres Development LLP. I am a supporter of the common core state standards and support the Greater North Dakota Chamber's position on the issue. We need strong educational standards to prepare a competent and competitive workforce for the future. I appreciate your consideration of this issue and I strongly urge a do not pass recommendation of House Bill 1461.

Sincerely,
Brad Schlossman
West Acres Development LLP
CEO

MARVIN
Windows and Doors
Built around you.

January 29, 2015

Dear Chairman and Members of the Committee,

I am writing to show my support for the adoption of Common Core in North Dakota.

As a business leader, I believe Common Core's approach in making learning "real" allows students to gain essential career and workforce experiences. For example, by providing students with a deeper understanding of mathematical algorithms, we're equipping them with an intellectual flexibility that allows them to be innovative in getting to the end result. This conceptual approach creates problem solvers, encourages creative and critical thinking and allows us to rely less on the memorization methods. Business leaders like myself seek these types of qualities in our current and future workforce.

I feel Common Core supports the strategy of creating the next generation workforce of highly trained individuals – ones with strong analytical skills, the ability to collaboratively think and the skills to effectively communicate.

I would appreciate your consideration for the adoption of Common Core in North Dakota.

Sincerely,

Brian Johnson
Vice President of Operations, the Marvin Companies

EideBailly

CPAs & BUSINESS ADVISORS

January 30, 2015

Dear Chairman and Members of the Committee:

I wanted to take some time to let you know why I, as a member of the business community support Common Core.

As an employer, we require a highly trained workforce to meet the demands of our business and our clients' business. The bulk of the individuals we hire, and the jobs they fill, require an University Degree. We have 26 office locations in 12 states. Common Core will give the students who enter college a level playing field amongst the states that implement these standards.

I do understand there is a variety of information and misinformation that is currently being circulated. It is my understanding that Common Core is only a set of standards. The curriculum for how the schools achieve these standards is up to the School Board and the teachers of that school.

As a parent of two children who are looking at entering the world of employment soon, I want them educated in the best way to ensure they have the correct base of knowledge to make college and work the best it can be.

I believe the best way to have a highly trained workforce and to meet the demands of my children as they enter college, is to keep the Common Core standards.

Sincerely,

Barb Aasen

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#15 HB1461 2-2-15

Good Morning. My name is Ned Clooten. I am the currently the HS Principal at Wahpeton High School. I have 16 years of experience in education and have had the wonderful opportunity to educate in my home state of North Dakota, along with the states of Alaska and Minnesota. I want to start by telling you how much I have appreciated our state since I moved back here in 2007. Since then, I have seen North Dakota Legislators make decisions time after time based on one mantra: "What's best for kids?" House Bill 1461 is a threat to that mantra. I don't believe the supporters of this bill are doing what's best for kids, they are doing what they think is best for politics. I am a long time Republican and I'm very upset that some people want to make this a partisan issue.

Let me support my opinion with some facts. I have been working on implementing the ND State Standards in Math and Language Arts for over 4 years now. The hardest part about raising the bar in schools is getting people on board and convincing them that this change is worth the extra effort AND that it's not going to get thrown out on a whim. In education, we have seen so many attempts at systemic change get thrown out after only a short time; we have trained our teachers to be extremely skeptical of any change at all. That is what we dealt with when we started to implement these standards. It took time to get educators on board. It took time to learn them. It took time to embrace them. I am extremely happy to tell you that in my school, we are there! Not only have we implemented them and embraced them, I have seen a huge culture shift because of the raised bar. I see teachers truly understand that in order to improve a child's reading and math scores we need to address comprehension and critical thinking in every subject area. I shared with some of my staff that I would be testifying in front of you today. One of them came up to me afterward and said she thought the Common Core was the most impactful change in education in 20 years. She is my 9th grade English teacher.

The people who are implementing, teaching, and testing these standards are seeing huge changes in our students and in our schools. Why wouldn't we want that? Here is an example of another culture change. We hold PLC (Professional Learning Community) meetings 3-4 times a year. At these meetings we bring all of our subject area teachers together to discuss what they are teaching, things that work, and of course things that don't work. This past fall my 7-12 Social Studies teachers got together. They discussed the common assessments they are using to gauge students mastery of the standards. The discussion turned to, "How can we improve students writing skills in Social Studies?" and "How can we get them to think more critically on these tests?" Now I don't know about you, but when I went to High School we worked on writing only in English class and rarely were we asked to think critically in any class. These are fantastic changes that we should embrace, not throw out!

I know some of you may be sitting there thinking we can do those things without using the Common Core. We may be able to. However, the consequences of throwing out the Common Core will be severe. We will once again lose our educators confidence by throwing something out after working hard to implement it for four long years and this time we are contemplating throwing something out that is really, truly impacting students' lives. I urge you to trust the professionals that have been put in charge of educating North Dakota's students. They chose this profession because they love kids.

#16
HB1461
2-2-15

It is an honor and a privilege to be speaking to you today on behalf of the members of the North Dakota State Standards Writing Team. My name is Michelle Bertsch, and I am a 22-year veteran teacher of mathematics at the secondary level, having spent the last 18 years with the Fargo Public School District. I have been an advocate for standards-based learning since the release of the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* in 2000, a document developed in an effort to improve students' mathematical experience from pre-kindergarten through grade 12. It was NCTM's document that inspired me to focus my master's thesis on standards-based activities for the secondary classroom.

I would like to take this opportunity to share with you the process in the adoption of the current North Dakota State Standards. Unlike many other states throughout the country upon release of the Common Core State Standards document, the North Dakota Department of Public Instruction (DPI) provided an opportunity for teachers (to include Pre-K through Post-Secondary) to come together to determine the document's adoption in the state of North Dakota. Provided with a comparative study of the CCSS and that of the 2005 ND State Standards document (of which I was a writer), we began dissecting the CCSS document. Every standard was thoroughly investigated and critiqued by each writing team member, and we were challenged to determine what we deemed important for each student to know and be able to do to be college and career ready.

The time allowed us by DPI stimulated ideas and ongoing conversations not only between writing team members, but also within the educational community about how best to help students gain a deep understanding of important mathematics. It was evident within the CCSS document that a coherent and comprehensive set of learning goals had been established, and that a strong conceptual understanding of the content would be required for students to be proficient.

It was at this point in the adoption process that we as writers were empowered to take ownership of the CCSS. We were encouraged by the fact that the content we were currently teaching at the secondary level was not significantly different from that of the CCSS. The mathematical practices by which students learned the content, however, posed the largest challenge. Providing a document that would address the CCSS in their true form while also serving as a resource for teachers, educational leaders, and policymakers to examine, guide, and improve

their own curriculum frameworks and instructional programs and practices was of utmost importance.

The North Dakota State Standards document supports teachers in interpreting and understanding each common core state standard, provides an overview of each conceptual category, the course in which each standard is addressed, the standard along with annotations, "students can" statements, key vocabulary, and resources that provide opportunities for students to develop a deeper understanding of the concepts they are learning. The document stresses the importance of the mathematical practices as fundamental to students' conceptual understanding and articulates the importance of a rigorous and challenging mathematics curriculum for student success.

We as writers acknowledge that systemic improvement in mathematics learning will take a number of years, therefore long-term commitment to the North Dakota State Standards is necessary. Providing opportunities for ongoing professional development for teachers as well as funding for educational programs is paramount to the success of implementation throughout the state of North Dakota. NCTM provides a strong statement supporting the implementation efforts:

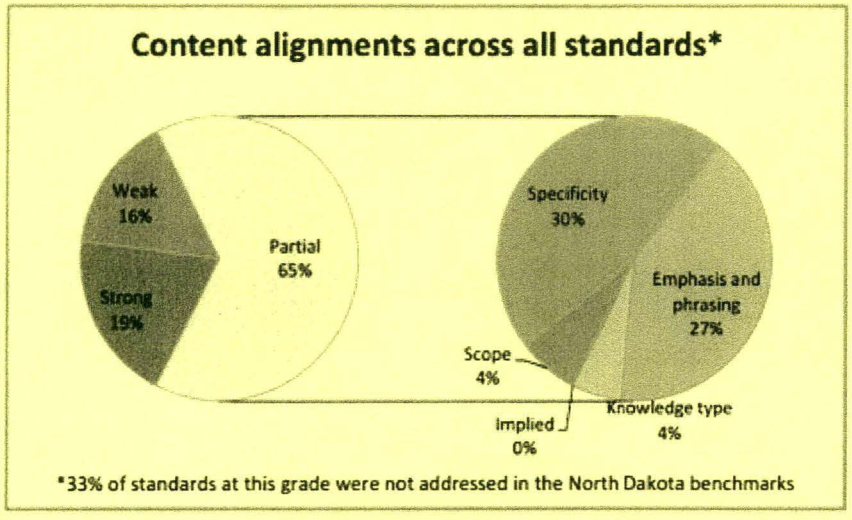
> *For the Common Core State Standards to have long-term, positive effects on mathematics education, they must be dynamic. They must be updated periodically to reflect both emerging research on students' learning and practitioners' experiences with the current standards. NCTM is committed to working with other stakeholders to develop and implement a transparent, research-based process and realistic timetable for CCSSM's improvement over short, medium, and long terms to best support high levels of mathematics learning by all students.*

In closing, I would like to share a conversation that recently took place within my classroom. A transfer student new this semester asked his seat partner "Is class always like this, where every problems is different and we have to think about what we are doing? I'd rather be shown how to do a problem and then do 30 just like it. This is too hard." My students' response "If you don't understand your math, you're never going to get through this. You have to practice using the tools in your toolbox, just like Bertsch says. If you can apply those tools, learning the math is a piece of cake. Give it time, you'll get there."

Questions? Feel free to email bertscm@fargo.k12.nd.us

McREL conducted a comparison study between the 2005 North Dakota State Standards and the CCSS. A number of results are shown below.
See http://www.dpi.state.nd.us/standard/comparison.shtm for more information.

A summary of how well North Dakota addressed content found in the CCSS is shown in the graph below. As stated in my testimony, the content at the secondary level is not significantly different, however, the mathematical practices by which students learn the content is paramount to student proficiency.



The 2004 North Dakota State Standards place an emphasis on skill, whereas the current North Dakota state Standards document places an emphasis on content. In the following three screen shots examples from the McREL comparison study (below and on the next page), there are significant differences in phrasing and emphasis.

Common Core Content Standards		Content Alignment	More Rigor*	Comments	North Dakota Standards	
High School — Functions						
Interpreting Functions						
Understand the concept of a function and use function notation						
HS.F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of f corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f(x)*.	Partial (knowledge type)		The ND content emphasizes the skill, while the CC content emphasizes the concept.	9-10.5.5.	Identify the independent variable, dependent variable, domain, and range of a function
HS.F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Partial (emphasis and phrasing)		Content is similar, with some difference in phrasing and emphasis.	9-10.5.5.	Identify the independent variable, dependent variable, domain, and range of a function
HS.F-IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*	Weak		Content is similar, with significant differences in phrasing and emphasis.	9-10.5.1.	Given the explicit and/or the recursive definition of a sequence, generate a specific term (explicit formula only) or a specified number of terms

Common Core Content Standards		Content Alignment	More Rigor*	Comments	North Dakota Standards	
HS.F-TF.3	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.	Partial (emphasis and phrasing)		Content is similar, with some difference in phrasing and emphasis.	11–12.2.1.	Use trigonometric relationships to determine side lengths and angle measures in triangles, i.e., right triangle trigonometry, Law of Sines, and Law of Cosines
HS.F-TF.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Not addressed				
Model periodic phenomena with trigonometric functions						
HS.F-TF.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	Not addressed				
HS.F-TF.6	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Not addressed				
HS.F-TF.7	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	Not addressed				
Prove and apply trigonometric identities						
HS.F-TF.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.	Weak	CC	CC includes proving the Pythagorean identity. Content is similar, with significant differences in phrasing and	11–12.2.1.	Use trigonometric relationships to determine side lengths and angle measures in triangles, i.e., right

Common Core Standards		Content Alignment	More Rigor*	Comments	North Dakota Content Standards	
		Partial (emphasis and phrasing)		Content is similar, with some difference in phrasing and emphasis.	9-10.3.2.	Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
Interpret linear models						
HS.S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	9-10.2.5.	Use Cartesian coordinates to determine distance, midpoint, and slope
HS.S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Strong			9-10.3.10.	Identify the trend of a set of data and estimate the strength of the correlation between two variables, e.g., strong vs. weak, positive vs. negative
HS.S-ID.9	Distinguish between correlation and causation.	Not addressed				
Making Inferences and Justifying Conclusions						
Understand and evaluate random processes underlying statistical experiments						
HS.S-IC.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Partial (knowledge type)	ND	The ND content emphasizes the skill, while the CC content emphasizes the concept. CC content is in high school. ND content is in grade 8.	8.3.7.	Make inferences based on analysis of data and interpretation of graphs
		Weak	CC	Content is similar, with some difference in phrasing and emphasis. CC implies that students can identify a variable, sample, and population. CC is more difficult.	9-10.3.3.	Identify the variable, sample, and population in a well-designed study, e.g., in an exit poll for a tax increase, the variable is the outcome of the vote, the sample is the set of people surveyed, the

POSSIBLE ASSESSMENT COMPARISON EXAMPLES BETWEEN THE CURRENT ND STATE STANDARDS DOCUMENT AND THE 2005 ND STATE STANDARDS DOCUMENT

Current ND State Standards Document	2005 ND State Standards Document
STANDARD: HS.A-REI.4 Solve quadratic equations by inspection (e.g. for x^2=49) taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a±bi for real numbers a and b.	**STANDARD:** 9-10.5.9 Solve linear equations and inequalities, systems of two linear equations or inequalities, and quadratic equations having rational solutions, e.g., factoring, quadratic formula
ASSESSMENT QUESTION: In the equation $x^2 + mn + x = 0$, m and n are integers. The only possible value for x is -3. What is the value of m?	**ASSESSMENT QUESTION:** Find the discriminant of $f(x) = 3x^2 - 4x + 2$ to determine the number of x-intercepts of the function.
COMPARISON: Students are not told how to solve the problem. Rather, they are required to use their knowledge of quadratics to determine a method of solution. Content is similar to the 2005 document, with differences in emphasis, phrasing, and rigor.	**COMPARISON:** Students are told to use the discriminant to find the number of x-intercepts. They are not required to think about how to solve the problem.

Current ND State Standards Document	2005 ND State Standards Document
STANDARD: HS.A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	**STANDARD:** 9-10.5.10 Solve a literal equation for a specified variable.
ASSESSMENT QUESTION: Given E represents energy, m represents mass, c represents speed of light and D represents density. If $E = mc^2$ and $D = \frac{m}{V}$, determine energy. (Correct MC response has E in terms of Density and Volume.)	**ASSESSMENT QUESTION:** Given $I = prt$, solve the equation for r.
COMPARISON: Students are given two equations and are required to solve for a specific variable. Content is similar to the 2005 document, with differences in emphasis, phrasing, and rigor.	**COMPARISON:** Students are given one equation and told to solve for a specific variable.

#17
HB1461
2-2-15

Good Morning,

My name is Lynn Mitzel and I am one of the 60 professional educators from the state of ND who was selected to work on the NDSS. Michelle has discussed the two years of work that we did to pack, unpack, scrutinize, define, and make sense of creating the NDSS for children of ND. I would like to take a different perspective.

We fear what we do not know or understand. The NDSS have caused fears; fears if you will of a boogieman lurking in our schools called NDSS or CCSS.

Have you ever heard I'm just not good at math or did inability in math limit your possible career options? Ladies and gentleman I am here to alleviate those fears through education. I am a professional educator and what I do best is teach. Educating all stakeholders is the solution to this NDSS debate. I would like to discuss what I know best: Math!

During our two years of work with these standards a reoccurring theme from many of the 60 participants was the absolute need to educate our teachers, parents and students about these standards and the positive impact that they will have on education. If we failed in our efforts it was in not insisting on educating our stake holders ahead of time as to what these standards where and why they are so important. In the words of my favorite math hero Dan Meyers, "the math classroom needs a makeover." He also says that typically we allow only those that are fast and accurate with calculations and algorithms into the math country club. Furthermore, today's 21st century learner has the knowledge of the world in the palm of their hand. Today we need creative thinkers and problem solvers who are able to collaborate and communicate with perseverance and grit! We need students with a deep understanding of the concepts of math and an appreciation of the rich applications that it can solve for us. Yet for the vast majority of educators in this country their textbook is their outdated curriculum and we don't know who wrote it. Furthermore, our teachers don't know what they don't know.

A researcher from Duke University, William Brownell, published an article in the Journal of Ed Research saying we need to teach math differently; our students need to gain a deep understanding of the concepts, a math makeover if you will. That was research was done in 1945, I daresay before the all of you were even in school yet we still teach in the same way that we were taught when we know that there is a better way for the 21st century world. I know change is hard and we fear what we do not know. The solution is educating all stakeholder.

I ask that before you make a decision on a bill that would be a vast detriment to ND most precious resource, our children, ask questions, learn and become truly informed! LEARN about NDSS from ND teachers. I invite you to Learn alongside the teachers of ND. Through the state superintendents office I have just started working to help the math teachers of ND understand the NDSS, to help them with that math makeover in their classrooms. I will be working with teachers in this area next week to help 4th grade teachers gain a deep understanding of multiplication, or 5th grade teachers understand the power of our base 10 number system and place value, or helping 6-8 teachers make the abstract thinking of algebra concrete through models. Please let me be a teacher and help you learn that the boogieman that you fear is really the key that will open the door to the math country club for all ND students.

#18
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2-2-15

Mr. Chairman, and Members of the Education Committee,

My name is Lori Young, and I am a third grade teacher in Grand Forks and am here to voice my opposition to HB 1461.

I wish I could take you to my classroom to have my students show you the learning that is taking place because of the ND Standards. They would show you their reading notebooks where they collect anchor charts, comprehension strategies, books they want to read and books they have read. They could tell you the steps for close reading and show you how to determine the important information in nonfiction text. They would show you their writing resource book where their topic ideas, checklists, and wonderful words are kept. They would show you how the writing process is color-coded in their Writing Notebooks to illustrate their thinking throughout the process. They are using technology to publish their writing, then uploading their work to our class blog to share with others. And you would not be able to leave without hearing their stories.

Because of these standards, my students are reading, writing, and talking more than ever before. Their learning has been deep and meaningful. One of the standards addresses writing good leads in narratives. Here are some of them from last year's second and third graders:

At 3:00 in the morning...a visitor arrived. But who was it?

Boom! Thomas and I went down. We blacked out for fifteen seconds.

Thump, thump, thump, thump. Violet sat bolt up in bed. "W-what was that?" she stammered.

This is the kind of writing you get with high standards and explicit teaching.

I have been working in elementary public school classrooms for thirty-three years, and the growth I have made as a professional in the last

three years has changed my teaching. Subjects in my room are integrated with each other allowing us to learn the science and social studies content during reading, then show evidence of that learning through writing. This kind of learning did not take place with the whole class reading the same story and then filling out a worksheet.

I am passionate about my students and about my teaching, and I am here to tell you that this bill is not good for kids. With this bill, our first graders will have had the ND Standards for a couple of years, then will have to switch to whatever each district in the state chooses or frantically throws together for the next two years. Then they will once again have to make the switch to a new set of standards: standards, which cannot include anything that is aligned with the Common Core State Standards. If that is the case, am I correct in the assumption that it will be illegal for me to teach reading comprehension or the basic multiplication facts, for those things are included in the standards.

Please do not make me go back to teaching the way I used to. Because of No Child Left Behind, we have focused our efforts on the struggling learners, and finally we can once again see the growth that is being made by students who are at the proficient and advanced levels. I strongly urge you to recommend a Do Not Pass for HB1461.

Thank you.

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I am Dr. Kristin Garaas-Johnson. I currently hold ND certifications as a secondary English teacher, principal, and superintendent. I earned my doctorate in educational leadership from the University of North Dakota in 2014. I have evaluated the former North Dakota State Assessment and current SmarterBalanced Assessment, have served on AdvancED external evaluations for statewide accreditation through NCA-CASI, and currently serve Grand Forks Central High School as an English teacher.

It is because of my experience with the North Dakota educational system that I have come here today to speak *against* House Bill 1461.

In my doctoral research on creating balanced assessments of standardized curricula, I observed teachers in a North Dakota school as they transitioned from the old North Dakota standards to the North Dakota Common Core. I observed and interviewed teachers who worked diligently to develop strategies to help students prepare for increased rigor—teachers who devoted endless hours *outside* of the traditional workday to ensure students' educational needs were addressed by the new standards. The implications of my research suggest educators and students need common goals—common curricula—to foster authentic learning.

As it is written, in lines 18-27 of Section 4 of HB1461, individual school boards must determine the standards in the content areas of English and math and the methods by which students are assessed on these standards. With the reauthorization of the Federal Elementary and Secondary Education Act, North Dakota residents can expect this change to affect educational funding across the state. Supt. Baesler has not requested ESEA flexibility and without such flexibility, North Dakota will be noncompliant if HB1461 passes. We will not meet the ESEA requirement of maintaining a comprehensive, state-developed plan.

This is the eleventh hour. This bill does not recognize the time it will take our statewide educators to properly develop "interim standards and assessments." Developing curricula based on standards (standards that *do not* currently exist) takes time—far more time than the few weeks between when this bill would go into effect (July 2015) and when students would return to school (August 2015).

Standards are *not* curricula. Standards are guidelines—*goals* for which students and educators strive. Curricula are the materials, resources, and *methods* by which educators help students learn. Standards and curricula are *not* textbook driven, nor do they dictate the pedagogy teachers elect to use.

Lines 1-7 of Section 5 directly address the statewide use of "common core standards" and assessments designed in accordance with the "common core." The language does not specifically reference "North Dakota Common Core," (all caps) but in its generalization (the lower case 'common core') may unintentionally reflect a common curricula altogether.

Who is driving this campaign to end the North Dakota Common Core? Why North Dakota, and why now? At the heart of every great educational institution is a systematized approach to program evaluation. We adopted the North Dakota Common Core without a plan by which to measure the overall affect on students' learning beyond a single test. I urge you to allow the education professionals in our state to develop methods for the current standards *as they are written*. We must provide the educational opportunities our children deserve.

For these reasons, I urge a *no* vote on HB1461.

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#20
2/2/15

Testimony in Opposition to HB 1461 and in support of our ND State Standards and Education System

By: Dr. Aimee Copas – Executive Director, NDCEL

Chairman Nathe, Member of the committee for the record my name is Aimee Copas and I serve as the Executive Director for the North Dakota Council of Educational Leaders and I stand before you today representing educators throughout ND in opposition to HB 1461.

I write this from a number of perspectives with great hope that it will provide understanding and a sense of calm in what have become tumultuous waters. I write this letter first and foremost as a Wife and Mother who desires an assurance as to what the truth is and what does this means for MY child. I then write it as an educator who has answered my calling to help children achieve coupled with a desire regarding how educators are treated, trusted, and understood. I've been an English Teacher, Coach, Administrator, a college dean, worked at the ND University System, and now represent all Educational Leaders in ND in my current role.

During my time as an educator, I've been fortunate, and have been provided many opportunities for leadership at a local, state, and national level. My knowledge of the ND State Standards and our assessment system is pretty in-depth. While our state was vetting the standards and choosing an assessment, I served for the ND University System as the Associate Vice Chancellor for Academics. During that time, I was the higher education lead to investigate the standards, the assessment choices, and help provide feedback for choice for our state. Please trust that the remainder of this information as it is 100% fact driven and is clear and concise. I'd never give you any different information – after all, I have a child in school too. My husband is a teacher as well. We live and breathe our calling and our passion - which is doing what is best for kids. We stay up at night stressing about whether the decisions we've made to try to help kids have made a difference. We've mourned with parents during tragic student death; feeling like it was our child too. We've questioned our very fiber as individuals when we think for one second that maybe we should've done it differently. It isn't just a job to educators. It is our passion.

Now for the facts.

The creation of the common core state standards at a large level was a grass roots effort from the National Governor's Association and the CCSSO (State School Chiefs/Superintendents) as a response to a cry from the business community and from higher education that students leaving high school are not adequately prepared for the next level of education or for the workforce. Educators continue to hear, "students need to know more – their skills must be more refined." Standards need a higher level of rigor to get us there.

Let's be clear about what we are talking about:

Standards are grade level expectations. They are the "what students show know" by the time they have completed a grade level.

Standards are NOT curriculum. They do NOT stipulate instructional methods, assessments, resources, or scope and sequence of how the information is taught. If you don't understand why your child is being taught Math in the method that they are – go talk to their teacher and principal so they can help you. That is a curriculum decision. NOT a standards decision.

HOWEVER – teachers use the standards as the guidepost in developing curriculum to achieve student success. Standards are critical to student success. Principals support innovated and quality instruction that is based on the standards. Educators support the standards. We should, no, we *must* support the professionals in the field to do their job. We wouldn't trust our mechanic to do heart surgery. We trust the professionals who have been trained in their field.

ND Department of Public Instruction reviews content standards of ALL curricular areas every 5-7 years. They actually just finished Physical Education review. They go through a process by which educators are nominated to be a part of the review committee for those standards. For the most recent Math and English standards adopted, 60 of our educators from North Dakota, 5 who are from Bismarck Public Schools, vetted the standards and recommended their adoption. The public is asked to comment on the draft standards. The committee reviews and adjusts as they see fit. The names of the educators in the review is on each standard document. This is followed with **all** standards in **all** subject areas.

Our ND Standards do not demand a statewide assessment. Our ND law, however, does. (NDCC: 15.1-21.08). Research shows that standards based education, coupled with a series of formative and summative assessments, promotes student learning and increases the effectiveness of our educational system. To provide a way for North Dakota to compare results with other states, we plan to assess with a consortia provided assessment as we have done for many years with the NWEA test. That way we can compare with other states in our region and track the progress of our students. The consortia model saves our state a lot of money as well. It is a bit like getting together with a bunch of people to purchase something in bulk so the costs are lower. Many of us enjoy a similar opportunity in our homes with things like Bountiful Baskets or wholesale shopping.

There are many outside interest groups who wish to dictate to North Dakota how we should be educating our children. They've come into our state and instilled much fear and many falsehoods about North Dakota Education into our great citizens. They've made some parents fear – they've made some legislators fear. We are working hard as educators to try to calmly continue to state the facts. Literally for decades, North Dakota has operated under a standards-based educational system that is constantly being improved. There is nothing inherently evil in the standards. To hard working educators, this sometimes feels like an attack on education when educators strive daily to do what is best for our children.

The ND Business Community, the GND Chamber, the ND School Board Association, the ND United (teachers), the ND Council of Educational Leaders, and NDSANS (private schools), support the our adopted ND State standards, and more specifically, they support the ability of local school boards to make decisions based on what works in their respective communities. I really don't think our communities wish for a legislatively run school. In my heart I think that people want to have a say locally. As educators, we are proud of the education we offer the youth of North Dakota. That being said, we know that through professional development and collaboration, we can continue to improve.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

#20a HB 1461
2/2/15

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SECONDARY SCHOOLS

DARIN M. SCHERR, P.E.
BUSINESS AND OPERATIONS MANAGER

LISA J. KUDELKA
HUMAN RESOURCES MANAGER

January 29, 2015

Dear Legislator:

We at Bismarck Public Schools stand strong in our support for student achievement. We support standards-based education and the current ND State Standards. At BPS, we select our own curriculum materials and design our own standards-based lessons. Our BPS teachers have the talent and work ethic to implement these standards well. We believe the standards will help teachers ensure student success both in school and in their futures.

We strongly oppose HB 1461 which stands to dismantle the fine system and processes used in North Dakota public education. We understand you may get, from a small faction, pressure to abandon North Dakota standards. While we deeply value the necessary discussion around learning, as educators in North Dakota's largest school system, we ask you to maintain our rigorous standards for all students, knowing the educational process is overseen by the Bismarck Public School Board.

Thank you for working to ensure that North Dakota's educational system will continue to serve our students. Their futures depend upon it.

Sincerely yours,

Tamara Uselman, Superintendent
Bismarck Public Schools

Heide Delorme, School Board President
Bismarck Public Schools

Karl Lembke, School Board
Bismarck Public Schools

Scott Halvorson, School Board
Bismarck Public Schools

Lawrence King, School Board
Bismarck Public Schools

Shawn Oban, Elementary Principal
Roosevelt and Highland Acres Elementary Schools
Bismarck Public Schools

Dale Hoerauf, Career and Technical Director
Bismarck Public Schools

Dr. Ryan Townsend, Curriculum, Instruction, and Assessment Director
Bismarck Public Schools

Dr. Jason D. Hornbacher, Elementary Principal
Moses Elementary School
Bismarck Public Schools

Linnett Schmidkunz, Elementary Principal
Saxvik Elementary School
Bismarck Public Schools

Lee Ziegler, Middle School Principal
Wachter Middle School
Bismarck Public Schools

David Wisthoff, High School Principal
Bismarck High School
Bismarck Public Schools

Matt Fricke, Elementary Principal
Murphy Elementary School
Bismarck Public Schools

Sherry Heaton, Middle School Principal
Horizon Middle School
Bismarck Public Schools

Dr. Ben Johnson, Assistant Superintendent for Secondary Schools
Bismarck Public Schools

Tyler Hanson, Elementary Principal
Myhre Elementary School
Bismarck Public Schools

Tom Schmidt, High School Principal
Legacy High School
Bismarck Public Schools

Steve Madler, High School Principal
Century High School
Bismarck Public Schools

Lynn Wolf, Elementary Principal
Sunrise Elementary School
Bismarck Public Schools

Brenda Beiswenger, Elementary Principal
Prairie Rose Elementary School
Bismarck Public Schools

Bradley Barnhardt, Elementary Principal
Will-Moore Elementary School
Bismarck Public Schools

James Jeske, Elementary Principal
Pioneer Elementary School
Bismarck Public Schools

Terry Kuester, Elementary Principal
Liberty Elementary School
Bismarck Public Schools

Shelly Swanson, Elementary Principal
Lincoln Elementary School
Bismarck Public Schools

John Alstad, Elementary Principal
Miller Elementary School
Bismarck Public Schools

Charles Dalusong, Elementary Principal
Solheim Elementary School
Bismarck Public Schools

Dr. Tanna Kincaid, Technology Director
Bismarck Public Schools

Kathy Rooke, Elementary Principal
Northridge Elementary School
Bismarck Public Schools

Michelle Hougen, Program Coordinator
Bismarck Early Childhood Education
Bismarck Public Schools

Dr. Fran Rodenburg, Assistant Superintendent for Elementary Schools
Bismarck Public Schools

GRAND FORKS PUBLIC SCHOOLS

A great place to grow and learn!

Mission Statement
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Mark Sanford Education Center
PO Box 6000 (58206-6000)
2400 47th Avenue South (58201-3405)
Grand Forks, ND
www.gfschools.org

Dr. Larry P. Nybladh
Superintendent of Schools
Phone: 701.787.4880
Fax: 701.772.7739
larry.nybladh@gfschools.org

January 29, 2015

To Whom It May Concern:

As educational leaders and professional educators of Grand Forks Public Schools, we are supportive of academic content standards appropriate for K-12 students and, accordingly, support the state content standards as adopted and endorsed by the North Dakota Department of Public Instruction. Grand Forks Public Schools has long been the benefactor of academic standards developed by content teacher associations such as the National Council of Teachers of Mathematics, National Council of Teachers of English, National Science Teachers Association, and the National Council for the Social Studies with minor adaptations made at the local level. The North Dakota Department of Public Instruction has also used the aforementioned groups as a guide for the development of state content standards.

So for us, the implementation of the State Content Standards is not a new process. In fact, our district has used standards since the inception of our standards-referenced frameworks, which were modeled after North Dakota standards almost twenty years ago. We welcome the increased rigor that is inclusive in the State Content Standards, as we have had teachers serve on the vetting process of the aforementioned.

Our district has spent the last two school years engaged in ongoing professional development for teachers and administrators related to the standards and we are seeing noticeable and positive shifts in student learning as a result of implementing the State Content Standards. Any departure from the current State Content Standards will result in lost professional development time, lost resources, and most significantly, frustration on behalf of all stakeholders who will be unable to "stay the course" for educational improvement.

Respectfully,

Dr. Larry P. Nybladh
Superintendent of Schools

Mr. Jody Thompson
Assistant Superintendent of Teaching and Learning

Dr. Terry Brenner
Director of Curriculum, Instruction, Assessment, and Professional Development

Mrs. Judy Anderson
President, Grand Forks Principals' Association

Mr. Tom Young
President, Grand Forks Education Association

cj

NDCDE North Dakota Center for Distance Education

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Fargo, North Dakota 58105-5036
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Fax: 701-231-6052

Dr. Alan J. Peterson, State Director

www.NDCDE.org

James Thurber isn't read much anymore, which is too bad, because the humorist, who wrote his best stuff in the middle of the century past, could sum up a prevailing opinion in the guise of a character; and then somehow find a path to reveal the preposterousness of the opinion in such a manner to make you chuckle. Thurber didn't seek the belly laugh; he sought to have his readers rethink a prevailing opinion and assist them see that the prevailing opinion, as held by the character, just might be silly. I particularly remember his story about his high school English teacher Miss Groby. Miss Groby, like some of my past English teachers, spent so much time harping about the grammar aspect of writing that the object of writing - clearly articulating one's thoughts, was lost in the process. Thurber writing about Miss Groby with the limited vocabulary and specificity that is the result of an over emphasis on grammar in development of a writer, stated his conclusion about Miss Groby. "She seemed to miss the thing for the thing contained." Thurber's reflective conclusion, when fused with my own recollections of past frustrations, made me smile and even chuckle a little bit. I realized that I, too, had been forced to side step the main issue due to a disproportionate concern of someone with more power than I had, my teacher, about a minor issue. Consequently, the minor issue became the major issue turning, in its own way, the world on its head.

Common Core Standards. The articulation of the skills we all want our children to master seems to be on its face an admirable goal. Are there any among us who doesn't want our kids to be critical thinkers, problem-solvers, good communicators, good collaborators, and good learners? I don't think it is too big a stretch to say those are the skills we want our kids to master.

So...if that is not the problem with Common Core Standards, what is? If what we all want for our kids is the "thing," what is the "thing contained," which is now causing so much consternation in North Dakota? What exactly do those who label themselves as anti-Common Core oppose?

From what I can glean from the statements I have listened to and the literature I have read, as produced by those who oppose the Common Core Standards, it is that the Common Core represent an overreach by government, particularly, the US federal government. There is no opposition to the Standards themselves, only that they were supposedly conjured up by the feds, or their minions, and have been imposed on North Dakotans by those same authorities.

Is that true? It doesn't appear to be. It appears that great care was taken to ensure that the feds were not involved in creating the Common Core Standards, and that great care was taken in not prescribing how the Standards are to be met. In other words, we all have agreed these are the skills we want our children to acquire, but how each of them acquires the skills is best left to the local experts, the parents, and the students.

But can that really happen? Can the feds keep their hands out of anything that smacks of standards, that smacks of controlling peoples' actions? My experience tell me, Yes, the feds can stay out.

For over twenty years I was closely involved in worldwide quality, safety and environmental management standards. Additionally, I worked with the group that oversees what are referred

to as hard standards. Basically the management standards are about organizations making it clear how they manage the quality of their products, the safety of their workers and the products they produce, and the ways they assure the public that they will not adversely impact the environment. The hard standards are those classifications of products that tell the purchaser what the purchaser can expect regarding agreed to characteristics. What standard does the PCV tubing you purchase meet? How much weight can the support beam you are installing in your house bear? Under what conditions could the hair dryer you used this morning give you a shock?

For twenty years I was told by many people that ISO standards were federally imposed. They were wrong. All of the standards which I described above, were and are, volunteer standards. They are standards that the organizations, which provide the products that we all consume, have imposed on themselves. Organizations worldwide concluded it was in their best interests to develop standards for the products and services that they provide. How else could they trust the products and services that they provided one another; and most important, how could they assure their customers that their products and services were as good and as safe as they said they were? The International Standards Organization (ISO) is this vehicle. ISO is a non-profit organization that writes standards for many business and industry sectors.

It is true that in some cases, federal governments have adopted the ISO standards, as their standards. But also by agreement, doing so has no impact on the standards. An ISO standard cannot be used if it is altered. When ISO changes or upgrades a standard, any entity using the standard, including federal governments, must change or upgrade their standard(s).

My point? Standards can be imposed without governmental involvement. Standards imposed for the common good are not inherently bad, especially when the standards are self-imposed and are developed by the people who do the work, produce the product, provide the service.

The goals of skills mastery are certainly acceptable to a majority of parents and most citizens in general. That is the "thing," the main thing. The "thing contained" is a perception by some that our federal government is attempting to enforce its will on matters that are better controlled at the local level. The feds aren't in this case.

Grammar has little to do with the creation of ideas and the formation of expression. But if one is led to believe it does; it will. That is, worrying about grammar at the wrong time in developing something to be communicated will almost certainly stifle the idea and limit the expression of it. Worrying about a non-existent federal government conspiracy can in the long term hurt, not help, our kids.

Common Core Standards are the main thing. Education needs them; our kids need them. Let's keep the main thing, the main thing. (Gee, I sure hope I punctuated that last sentence correctly.?)

RICHARDTON-TAYLOR PUBLIC SCHOOL DISTRICT

"Expect Success"

Brent Bautz, Superintendent
Russell Ziegler, Secondary Principal
Patrick Beckmen, Elementary Principal
Kim Dressler, Business Mgr.
Sara Conlon, Exec. Adm. Asst.
Cindy Dohrmann, Elem. Adm. Asst.

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www.richardton-taylor.k12.nd.us

Duane Zent, Board President
Shannon Goetz, Vice President
Joni Gjermundson, Member
Jody Hoff, Member
Judy Hoff, Member

Dear Honorable ND Legislatures,

Did you know that researchers have found that only 8% of the variability in student achievement is attributable to a school's effectiveness (parochial, charter, curriculum, programs offered, etc... (Kerns, 2014)? However, researchers have all so found that classroom effectiveness can attribute to at least 32% of the variability in student achievement (Kerns, 2014). These research findings indicate what we already knew, high quality instruction in the classroom can increase student achievement.

The essential question for all teachers is "How do we really know **what** to teach students and **when** to teach it?" Heritage reported in 2008 that "by its very nature, learning involves progression... Yet, despite a plethora of standards and curricula, many teachers are unclear about how learning progresses in specific domains." How can we provide high quality instruction in the classroom if we are unclear about what to teach and when to teach it? This is where the Common Core State Standards come into play. "The development of [the CCSS] standards began with research based learning progressions" (www.corestandards.org).

Look at the picture to the left. Imagine that the peak of the mountain is 12th grade and the meadow before the forest is preschool. What is the best path to take to successfully get to the top of the mountain? Instead of everybody taking a different path, why don't we all take the same trail, with guideposts along the way? The CCSS provides educators a clear path, with checkpoints along the way, for students to be college and career ready by the end of 12th grade.

The Richardton-Taylor School Board, administration, and faculty believe that the Common Core State Standards are a good thing for education and for our students. Please support the Common Core State Standards. Thank you for your consideration in this important matter.

Sincerely,

RTPSD School Board
RTPSD Administration
RTPSD Faculty

RICHARDTON-TAYLOR PUBLIC SCHOOL DISTRICT

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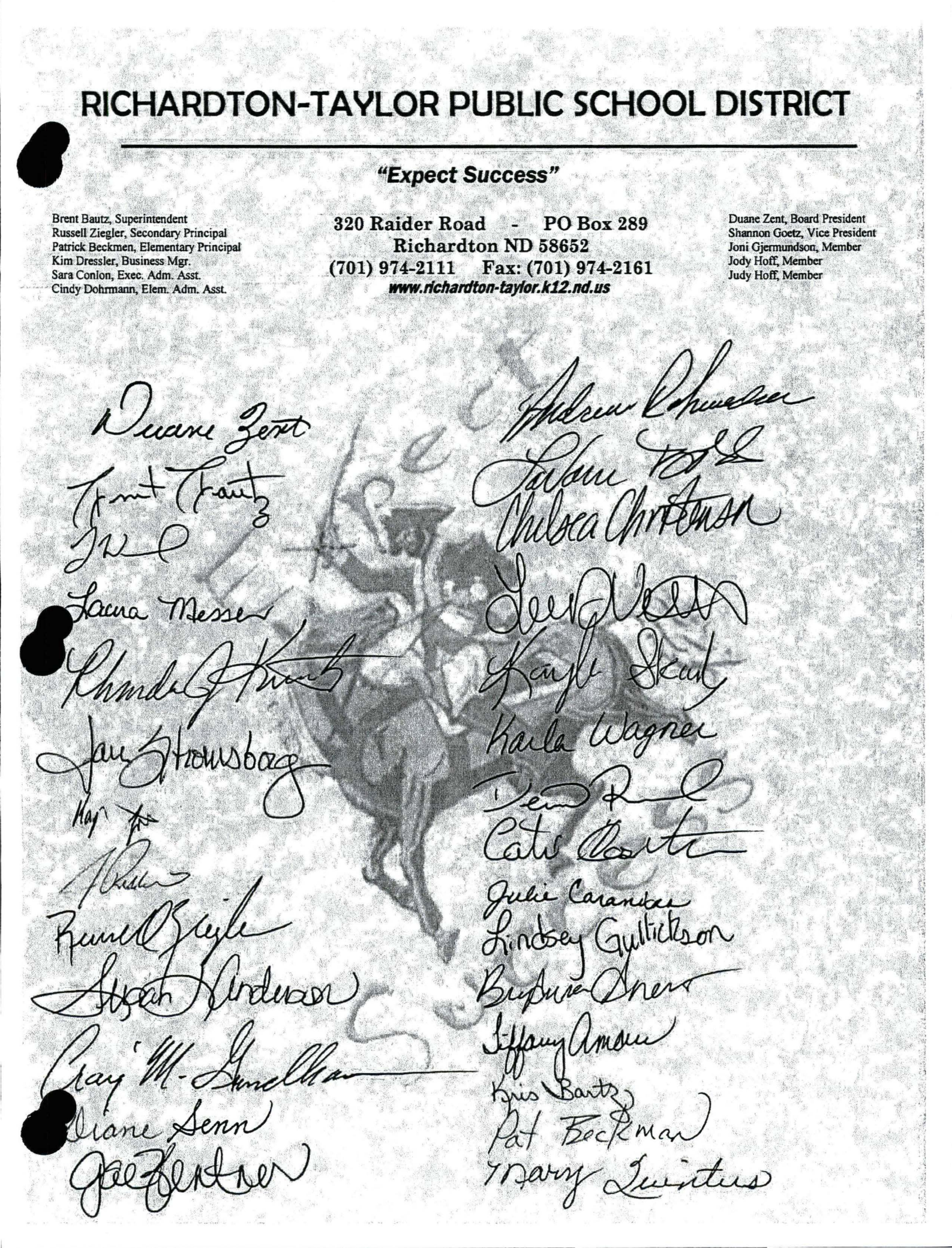

Aimee Copas

From: Vicki Held <vheld@utma.com>
Sent: Saturday, January 31, 2015 9:23 PM
To: Aimee Copas
Subject: Support for the Standards

Ms. Copas,

I am the elementary principal at the North Star Public School and would like to lend my full backing in support of our current state standards. Our staff has done a great deal of work over the last two years incorporating these standards into our curriculum.

I would like to share with you how our school has been dealing with the controversy surrounding the changes in the state standards. And hopefully we can all cut through the noise, and let our schools get down to the business of educating our students at the level we are accustomed to in North Dakota. In North Star we have had a strong contingent of parents who have been promoting the videos of Duke Pesta and other anti-common core online materials. Many of these parents have determined that these presentations are truth and fact, even though the school has provided a lot of information to the contrary. The major supporters of this movement are home school parents, however they have convinced many families in our district to opt-out of assessments. This has gone so far that many parents are opting out of assessments that their child will not be even be taking in this school year, such as kindergarten and first grade students opting out of the ACT test or the PSAT. When I have explained this to the parents. They say *they do not want their children tracked and do not agree with assessments*. (Nwea-Map our interim assessment, Smarter balanced our NDSA , DIBELS (which has been around for 20 years or more, well before the CCSS, but now seems to be lumped in with all assessments). One parent told me she did not understand it, but wanted her children to have nothing to do with it.

I have watched many of these video clips that have gotten these families so stirred up and find there is very little truth in what parents are being told. There is a lot of hype and propaganda to what is being discussed about the CCSS. They stress that we are brainwashing children, teaching sex education starting in kindergarten, sharing data with the government, ask children inappropriate questions about their families beliefs, information that will be stored somewhere in New Mexico or Utah and used against families. There are so many ridiculous things that these supporters are talking about, such as Bill Gates is funding some sort of infrared cameras for classrooms so that schools can measure children's brain function during learning. The foolishness of some of this information, and the antigovernment undertones reminds me of some of the tax protestor meetings held in this county in the 1980's. Then too, when confronted with the truth, many would rather believe the preposterous.

This site has an article about Mr. Pesta from the Milwaukee Journal that states he is making money on this "stop the Common Core" by encouraging parents to home school and offering an online program for them to use as a curriculum, Freedom Project Education. Http://www.jsonline.com/news/education/outspoken-uw-Oshkosh-professor-dukes-it-out-over-common-core-b99239370z1-255047301.HTML

As you can see our school, our area, has been bombarded with this misinformation, just as I am sure the state legislature and the DPI has been also. Sorting out fiction from the truth is vital. Our teachers have continued to teach our school's curriculum and cover the state standards, and do our very best to make sure all children

are learning and moving forward. We believe in preparing our students for their future, creating strong citizens through our education system, creating students that can think critically and make good decisions based on the facts.

Before changing over to this set of standards, North Dakota put teams of educators together to compare and critique the standards that we had, to this new set. They were very similar in scope and sequence, however the current NDSS have more focus on reading Informational texts and a greater focus on communication skills. They are written with more specificity and clarity. I served on the team that wrote the original set of standards for the primary grades in ELA and was again asked to serve on the team that looked at and compare these to the new standards for the primary grades. I can verify that the process was fair and open and I fully believe the children of North Dakota deserve to have these opportunities in their educational system.

I asked my staff at the North Star Elementary School to reflect on and brainstorm what they thought about our current standards and here is a synopsis of what their thoughts were:

1. Same state to state - Mobile Society
2. Standards are expectations in learning at each grade level.
3. Standards are not new, ND has had standards in Math and ELA for a long time
4. School districts decide the curriculum or the materials that they will use to help get their students to learn each standard. How the skills are taught is decided by the local school.
5. Having similar or the same standards will take care of the problem of widely differing expectations in standards and grade level learning from state to state, and make sure all states which use these standards in K-12 have high expectations for student learning and are focusing on College and Career readiness in a competitive world.
6. More access to resources. Teachers across the nation are posting and sharing lesson plans that address specific standards.
7. Math is being taught to go deeper into each topic to really develop a deep understanding, instead of inch deep and a mile wide which has been our past practice.
8. Getting students college ready - supporting our need to have students develop greater skills so that they will be fully ready for college by grade 12.
9. Having higher expectations for all students
10. Teaching students to problem solve and to use higher order thinking skills.
11. The assessments will help staff and parents better evaluate how we are doing here in ND and here at North Star compared to schools across the nation.
12. Workforce skills - getting all students ready for success in the 21st Century workforce.

Mobile students: Having similar standards to other states will help our school as when students move in from other states they should have the same base skills as we expect in our school. Frequently, students that move in from other states are far behind our students and need lots of extra support to catch up.

ND has had standards for a long time. These standards are not radically different from our previous ones. They continue to move the students forward by steps. Each grade level is a step where students learn the skills expected at that level, and then the next year is a step up based on what they should have learned the year before. The standards are expected skills. Students are expected to learn this in Grade 1, and then this in Grade 2. etc. School districts decide what materials work best for them in order to meet these standards.

Access to greater resources. Teachers in North Dakota can find so much support online now that our standards are similar to other states. If a teacher wants to find another way to present a standard, or give

added support to a standard all they need to do is go online and look at that standard and teachers around the country have shared what they used or lesson plans that would add to what our teachers already do.

Skills in math are really no different, but may be taught at different grade levels than we have been used to. We continue to still expect students to learn their math facts in addition, subtraction, multiplication, and division. The ND State Standards in Math teach one topic at a time in a deeper and more thorough manner. Also the best practice of talking through the process or having a student tell how they completed a problem is added for higher order thinking and processing in mathematics. (metacognition - thinking about your thinking- is demonstrated by the teacher and encouraged with the students)

Getting students college ready: did you know that 50% of all students who begin a 2 year or 4 year college in North Dakota drop out because they are not ready for the demands in reading, writing, and math. Too many students are needing to take remedial classes in College. These standards were created to help make sure our students are ready for the demands of college when they leave our school district. Students need to be **more challenged** and our school needs to have **high expectations of our students**.

Many of these standards, especially in the **communications** area, are needed for **success in life**. Whether or not a student goes onto college, they will certainly go into the workforce and being able to communicate clearly is a vital life skill. Have you ever gone into a store and the employee does not know how to talk to a customer or struggles to give change? Our students need to be able to develop life skills that will allow them to be successful in the workforce. They need to be able to participate as team member, to articulate clearly their ideas, to clearly cite where their research is coming from, and contribute fully to the area of work that they are employed.

There has been no NDSS assessments to date for these standards - but when we do begin in April 2015, we would be comparing students from state to state with the same type of test. We will now be able to determine how we are doing compared to other states. In the past each state had standards, chose their own test, chose how to determine proficiency, and this was completely disconnected from state to state. You were comparing apples to oranges, having uniform standards will better help us understand how we are doing in our school, as compared to a national goal point, and how we are doing in our state overall compared to the nation. These assessments will be more than picking the right answer, the students will be expected to explain their thinking. We want to our students to confidently show what they know, and hope that this process will clearly show us as a school what we are doing well, and areas that we need to continue to expand and improve for our students. These standards are about providing a solid education to our students. Why would we go backwards with our goals for North Dakota students?

Thank you for your time and support for education.

Vicki Held, Elementary Principal
North Star Public School
vicki.e.held@sendit.nodak.edu
968-4416

FREE Animations for your email [redacted]

MREC
Missouri River Educational Cooperative

Missouri River Educational Cooperative
3001 Memorial Hwy, Suite B
Mandan, ND 58554
Phone: 701-751-4041
Fax: 701-751-4043
Website: http://mrecnd.org/

Dear Members of the House Education Committee,

As a parent of two young children, and as an educational professional in the State of North Dakota, I am writing in opposition of HB 1461.

As a parent of two young children, I appreciate the time and dedication North Dakota educators take to review and vet all North Dakota educational standards, including the new North Dakota State Standards for Mathematics and English Language Arts. The review and vetting process utilized every 5-7 years by educational professionals living within our great state occurs to ensure the quality of the educational expectations (the standards) are best preparing my and all ND children in public education for college and/or the workforce in which THEY will be entrenched to lead and prosper, not the societal and workforce expectations that I, my father, or my grandfather endured.

As an educational professional for the past 15 years in various capacities, I realize the importance of local control within each school district throughout the State. Local control provides our local school boards, with the assistance of their districts' administration and additional stakeholders, the ability to determine what students will be taught, while still maintaining the flexibility for classroom teachers to engage and instruct their students with the instructional practices they believe will best ensure student growth and performance. Additionally, local control provides the district the ability to utilize whichever assistive mechanisms, such as the MREC, to best support their teachers and administrators with the implementation of the standards and/or instructional practices they have chosen.

Therefore I urge you to please vote in opposition of HB 1461.

Sincerely,

Lyle P. Krueger
Executive Director
Missouri River Educational Cooperative

House of Representatives Education Committee,

This letter is written in support of the ND State Standards. ND conducted a local review with ND educators, who studied our current standards in depth. It was our local teachers who made the recommendation to move forward with our current standards. Our local school boards, with the assistance of their district's teachers, determine what students will be taught and how students will be taught. Please allow local school boards and local teachers to continue making decisions for ND education. Please do not take away local control by removing the teachers' decision to use our current ND standards.

Sincerely,

Luke Schaefer

Dickinson Public Schools
Empowering All Learners to Succeed

Melanie Kathrein
Director of Instruction
Central Administration Office
444 4 Street West
Dickinson, ND 58601-4951

mkathrein@dpsnd.org
(701) 456-0002
Fax: (701) 456-0035

January 30, 2015

To: ND Legislators

I am writing in support of the current North Dakota State Standards and the methods used within our state to implement them. As the Director of Instruction for Dickinson Public Schools, I work closely with our teachers on the selection and/or development of curriculum. The ND State Standards provide an effective foundation which helps us align the content and skills students learn from grade level to grade level.

We are excited about the new ND Standards in Language Arts and Mathematics. These standards, being used by most states, will help to ensure that students who move in and out of our district have the same expectations regardless of the school they have attended. Since our current student population is more mobile, with greater than 1000 students that enter and/or leave our district each year, a consistent set of standards is crucial. In addition, the new standards set a higher level for student achievement and engagement. Our teachers have been working for over three years to study, implement and assess these standards in their classrooms. During this time our teachers have been impressed by the new levels of achievement our students have reached. Through this process we have found the support of the Department of Public Instruction to be very helpful as well as the work done by North Dakota teachers working through the ND Curriculum Initiative. Our teachers have also found the increased collaboration with other teachers from across the nation to be extremely beneficial. Having similar standards makes this collaboration possible.

All stakeholders within our state want to ensure that our students graduate "Career and College Ready". Our teachers are working extremely hard to deliver on this promise. Please support their work and commitment.

Sincerely,

Melanie Kathrein

Melanie Kathrein
Director of Instruction

NEW SALEM-ALMONT PUBLIC SCHOOL

DISTRICT NO. 49
310 Elm Ave. ▪ P.O. BOX 378
NEW SALEM, NORTH DAKOTA 58563

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Wanda Hammersmark
Business Manager

Michael Gilbertson
Secondary Principal
843-7610

Rebecca Lutz
Elementary Principal
843-7823
843-7711
Fax: 843-8493

January 29, 2015

To the House Education Committee:

We, the administrators of New Salem – Almont School District #49, wish to express our support of the current educational standards being used in North Dakota and the process used to write them.

We believe that current standards, written in line with Common Core Standards, provide a challenging and positive educational environment for our students.

Moreover, we respect the work and effort of our professional colleagues in bringing these standards to life in the classroom.

We urge you to support the hard work and dedication of all North Dakota educators and reject HB 1461.

Sincerely,

Michael Severson	Michael Gilbertson	Rebecca Lutz
Superintendent	Secondary Principal	Elementary Principal

Mandan Public School District

Brave Center

1/29/2015

TO: North Dakota House Education Committee

RE: Current North Dakota State Standards – Support

To Whom It May Concern:

Mandan Public Schools is writing to express our support for the current North Dakota State Standards. After the state adoption of the common core standards in 2011, our district immediately began studying the standards and planning to make the necessary adjustments to the scope and sequence of our curriculum. Since making these shifts to our curriculum, our school district has seen a substantial increase in the number of student meeting their growth targets on the NWEA MAP test. We believe that these increases can be directly attributed to our work in moving to the new Common Core State Standards.

If our state chooses to move away from the current standards, we believe that much of the good work conducted by school district will have been for not. We hope that the House Education Committee will take the time to review the facts regarding the positive impact the current state standards have had on student achievement in our district and others and choose to do what is right for the students of North Dakota.

Sincerely,

Mike Bitz

Dr. Mike Bitz
Superintendent
Mandan Public Schools

901 Division St. NW, Mandan, North Dakota 58554
Telephone: 701-751-6500 · Fax: 701-751-6674
www.mandan.k12.nd.us

Hatton Eielson Public School

P O Box 200

Hatton, ND 58240

Telephone (701) 543-3455; Fax (701) 543-3459

Kevin Rogers, Superintendent
Lucas Soine, Building Principal

Jamie Paul, Admin Sec
Roxanne Phipps, Bus Mgr/Sec

To Whom It May Concern:

On behalf of the administration and faculty of Hatton Eielson Public School, I am writing in support of the current North Dakota State Standards based education and the continued methods in which we work to educate our students to those standards. We feel that it is important to maintain local control regarding our chosen curriculum used to meet those standards and the strategies our educators use in teaching to those standards. We have an excellent staff at Hatton Eielson Public School that works long hours to provide a quality education to our children, and that dedication is shown in our improved test scores.

The current system that supports a rigorous, standards based education for all students, combined with the professional development opportunities for staff has served as an effective mechanism for improving our schools. This bill and others like it represent an unnecessary overhaul of a system that is already working. Continued changes and mandates from the state add unnecessary burdens to a teaching staff that is already depleted and overwhelmed. We need to let our school boards continue to oversee the education process in our communities; we need to let the administrators lead, and our teachers teach.

Sincerely,

Kevin Rogers, Superintendent

Jackie Boze, Lead Teacher

Lucas Soine K-12 Principal

Winn Carpenter - Counselor

Bonnie O'Keefe - teacher

EDUTECH
education technology services

Multiband Building • 2000 44th St S - Floor 3 • Fargo, ND 58103

Regional Tech Center • 415 Winter Show Road - Suite 2 • Valley City, ND 58072

Aimee Copas
Executive Director
North Dakota Council of Educational Leaders
121 E Rosser Avenue
Bismarck, ND 58501

January 30, 2015

Dear Ms. Copas,

On behalf of the EduTech, I am writing in support of North Dakota's decision to adopt, and continue to use, the North Dakota English Language and Literacy and North Dakota Mathematics Content Standards.

EduTech provides information technology services and education technology professional development to K-12 educators in North Dakota. Our services are designed to give educators access, training and support to use technologies in their classrooms to improve teaching and learning. EduTech uses a regional model to provide support services to schools by housing staff in school/campus locations across North Dakota. EduTech has provided instruction to school librarians so they may find resources to support teachers as they work to create standards based lessons for their students.

These standards are specifically referred to in the ND State Technology plan that was recently approved by the North Dakota Educational Technology Council. This plan is intended to guide schools and serve as a resource for teachers and administrators as they plan their technology initiatives in the future. The plan is available online at http://www.ndetc.k12.nd.us/files/2015/01/2015-State-Plan.pdf

EduTech fully supports this initiative and the progressive work led by teachers and administrators in our schools. Our students deserve to be college and career ready and these standards will continue to guide the way.

Sincerely,

Robert Kaspari

Robert Kaspari - Director
EduTech
2000 44th St. South
Fargo, ND 58103

Williston Public School District #1

Dr. Viola LaFontaine, Superintendent
Post Office Box 1407
Williston, ND 58802-1407
Phone (701) 572-1580
Fax (701) 572-3547

Dave Richter, Board President
Kim Semenko, Vice President

Sara Kasmer, Director
Brion Norby, Director
Brett Vibeto, Director

January 27, 2015

Teachers and Administrators of Williston Public School District #1 are in support of standards-based education, specifically the current North Dakota Standards. We feel the process the State went through to adopt the New North Dakota Standards was one of which North Dakota Teachers had ample input and discussion in, and was an in-depth study of standards. Our North Dakota teachers are talented individuals who are working tirelessly toward the success of our students and believed having input was an important step. Increasing the rigor and relevance of what our students should know and be able to do to be competitive in this global economy and allowing them the opportunity to be college and career-ready upon graduating from high school is the vital focus of our current North Dakota Standards.

Our ND Standards do not demand a statewide assessment. Our ND law, however, does (15.1-21.08). This assessment is to be based on the State Superintendent approved standards. Research shows that standards-based education, coupled with a series of formative and summative assessments, promotes student learning and increases the effectiveness of our educational system. To provide a way for North Dakota to compare results with other states, we plan to assess with a consortia provided assessment as we have done for many years with the NWEA test.

"The ND Business Community, the GND Chamber, NDSBA, ND United (teachers), the North Dakota Council of Educational Leaders, and the school administrators who make up our organization support our adopted ND State standards.

More specifically, we support the ability of local school boards to make decisions based on what works in their respective communities. As school administrators, we are proud of the education we offer the youth of North Dakota. That being said, we know that through professional development and collaboration, we can continue to improve.

Our current standards path supports a rigorous, standards-based education for all students. Combined with excellent professional development opportunities for staff members, this path has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead, and we need to let our teachers teach.

Sincerely,
WPSD#1 Teachers and Administrators

ENDERLIN AREA PUBLIC SCHOOL DISTRICT #24
410-20 Bluff Street
Enderlin, ND 58027-1358
Phone (701) 437-2240 Fax (701) 437-2242

Serving the communities of Alice, Enderlin, Nome and Sheldon
http://www.enderlin.k12.nd.us/
Educating for tomorrow, today.

Tom Rettig, Superintendent
Tammy Boeder, Business Manager

Tim Michaelson, High School Principal
Brian Midthun, K-8 Principal

January 22, 2015

STANDARDS BASED EDUCATION

The administration and faculty of Enderlin Area School stand together in support of standards based education. We approve the method by which we are constantly working to improve our standards, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students at Enderlin Area School.

We support a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members. We believe the steps we are currently taking are helping in preparing our students to be college and career ready. Bills that represent an unnecessary overhaul of a highly functional system will only hinder this process. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and we need to let our teachers teach.

Tom Rettig
Patrick Doughty
Thomas C Farnham
Cynthia Swen
Jordan Finger
Brodie Jodsaas
Diana Fuhrman
Tim King
Janet Midthun
Shellee Sauer

MIDWAY PUBLIC SCHOOL DISTRICT NO. 128

PHONE: 701-869-2432 | 3202 33RD AVENUE NE | FAX: 701-869-2688
INKSTER, NORTH DAKOTA 58233

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NANCY BRUECKNER ..... ELEM. PRINCIPAL
KRISTINE DALE ..... ELEM. PRINCIPAL
SHEILA KORYNTA.....ATHLETIC DIRECTOR

"HOME OF THE MONARCHS"

January 20, 2015

The undersigned administrators and faculty of the Midway Public School district support the continued use of the North Dakota State Standards that are currently in place. We believe that the input that North Dakota educators had in the development of these standards deserves to be respected. We also believe that the review cycle that has been in place in North Dakota will allow for the standards to be made even stronger over time. The North Dakota State Standards do not dictate how teachers will teach but they do provide a valuable guide to educators to use as we work to prepare the students for post-secondary life and a lifetime of learning. Any attempts to do away with standards or to resort back to old standards will be a major step backwards. We hope you will respect the input of administrators and teachers who work with the standards every day by supporting the continued use of the North Dakota State Standards.

Sincerely,

Larimore Public Schools

Member North Central Association
Larimore Public School District No. 44
300 Booth Avenue. P.O. Box 769
Larimore, ND 58251-0769

School Board:
Jennifer Johnson, President
Joe Reinhold, Vice President
Henry Borysewicz, Director
Mitch McCoy, Director
Todd Yahna, Director
Shauna Sather, Business Manager

Superintendent	High School Principal	Elementary Principal
Dr. Roger Abbe	Neil Race	Leslie Wiegandt
Roger.Abbe@sendit.nodak.edu	Neil.Race@larimoreschools.com	Leslie.Wiegandt@larimoreschools.com
Phone: 343-2366 Fax: 343-2908	Phone: 343-2366 Fax: 343-2908	Phone: 343-2249 Fax: 343-2463

January 29, 2015

The undersigned administrators and faculty of the Larimore Public Elementary School support the continued use of the North Dakota State Standards that are currently in place. We believe that the input that North Dakota educators had in the development of these standards deserves to be respected. We also believe that the review cycle that has been in place in North Dakota will allow for the standards to be made even stronger over time. The North Dakota State Standards do not dictate how teachers will teach but they do provide a valuable guide to educators to use as we work to prepare the students for post-secondary life and a lifetime of learning. Any attempts to do away with standards or to resort back to old standards will be a major step backwards. We hope you will respect the input of administrators and teachers who work with the standards every day by supporting the continued use of the North Dakota State Standards.

Sincerely,

Leslie Wiegandt
Stacie M. Pulford
Kirby Newhouse
Kirsta Johnson
Robin Salander
Kristi Williamson
Brenda Beck
Bonnie Butz
Daray Blegen
Jeanne Schaley
Sharon Nelson
Diann Rudolf
Kylie Swanson
Matt Sypres
Carol Hajicek
Amber Brueckner
Kathy Sleeper
Domino Kringler

Every Child, Every Chance, Every Day!

Larimore Public Schools

Member North Central Association
Larimore Public School District No. 44
300 Booth Avenue. P.O. Box 769
Larimore, ND 58251-0769

School Board:
Jennifer Johnson, President
Joe Reinhold, Vice President
Henry Borysewicz, Director
Mitch McCoy, Director
Todd Yahna, Director
Shauna Sather, Business Manager

Superintendent
Dr. Roger Abbe
Roger.Abbe@sendit.nodak.edu
Phone: 343-2366 Fax: 343-2908

High School Principal
Neil Race
Neil.Race@larimoreschools.com
Phone: 343-2366 Fax: 343-2908

Elementary Principal
Leslie Wiegandt
Leslie.Wiegandt@larimoreschools.com
Phone: 343-2249 Fax: 343-2463

January 14, 2015

The undersigned administrators and faculty of the Larimore Public Jr/Sr High School support the continued use of the North Dakota State Standards that are currently in place. We believe that the input that North Dakota educators had in the development of these standards deserves to be respected. We also believe that the review cycle that has been in place in North Dakota will allow for the standards to be made even stronger over time. The North Dakota State Standards do not dictate how teachers will teach but they do provide a valuable guide to educators to use as we work to prepare the students for post-secondary life and a lifetime of learning. Any attempts to do away with standards or to resort back to old standards will be a major step backwards. We hope you will respect the input of administrators and teachers who work with the standards every day by supporting the continued use of the North Dakota State Standards.

Sincerely,

Dustin Martin
Shelly Voigt
Jamie Moen
Julie Pearce
Jan Verdi
Jenny McClay
Matt Sulander
Neil Race

Every Child, Every Chance, Every Day!

Edgeley Public School District #3

High School Principal
Todd Kosel

Elementary Principal
Mary Beth Carlson

Business Manager
Sadie Barnick

RICHARD DIEGEL, Superintendent
PO Box 37 307 6th Street
EDGELEY, NORTH DAKOTA 58433
Phone: (701) 493-2292
Fax: (701) 493-2411

Board of Education
Steve Feist, President
Kent Madcke, Vice Pres.
Mike Long, Director
Molly Leppert, Director
Jared Nitschke, Director

January 30, 2015

To: House Education Committee Members

From: Rick Diegel, Edgeley School District Superintendent

Re: HB 1461 – Anti – Standards Bill

I ask you to please oppose HB 1461, the anti-standards bill. Up to this point, I have not had anyone visit with me in opposition to our use of the common core standards. As an education leader who has been involved in education since 1986, I see nothing in these common core standards that alarms me, and if fact, one of my best teachers, Patsy Schlosser, was one of sixty instructors from North Dakota that reviewed the common core in order to be adopted for North Dakota.

In Edgeley, we have been teaching to these common core standards for the past several years, and I would venture to guess that none of our parents have realized this. Teachers are the determining factor in students getting a quality education, NOT the standards that we teach to.

I would invite you to contact me if you would like to have a deeper conversation regarding this, or any other educational bill that may come before you. Thank you.

Superintendent Rick Diegel
Edgeley School District
PO Box 37
Edgeley, ND 58433
Phone - 1-701-493-2292
Fax - 1-701-493-2411

2013 Blue Ribbon School District

New Town Public School

Officers:
Jerry Uran, President
Daniel Uran, Business Manager

DIRECTORS:
Edward S. Danks, Jr.
Martha Hunter
Delvin Driver Jr.
Doug Bratvold

Marc S Bluestone, Superintendent
New Town Public School District No. 1
A Fully Accredited School
Business Office 701-627-3650
High School 701-627-3658
Middle School 701-627-3660
Elementary School 701-627-3718
Facsimile 701-627-3689
P.O. Box 700
New Town, North Dakota 58763-0700

The mission of New Town Public School District #1 is to create an environment which develops, nurtures and reinforces the success of students, as well as all people served by the district, through the shared involvement of home, community and school. Our purpose is to develop and provide quality curriculum to prepare students to think, reason and thrive in a diverse society.

New Town Public School District #1 envisions schools where teachers learn together and students experience success through authentic, real-life learning activities; focusing on an appreciation of the diversity of society and an ever-changing world, thereby creating the greatest opportunities possible for students.

School Improvement Goals: Students will improve reading/language arts skills.
Students will improve mathematics skills.

January 29, 2015

To Whom It May Concern,

The New Town Public School District #1 has spent countless hours researching best practices of effective instruction. One of the core areas of effective instruction is to provide a high quality curriculum to its students. The school district adopted the current North Dakota State Standards (English/Language Arts and Mathematics) as soon as they were made available. Through the curriculum development process, the school staff has developed instructional units based on the essential core standards. These instructional units include pre- and post- assessments. Since implementing the curriculum two years ago, our performance on the North Dakota State Assessment has improved.

In addition, through this process our staff has been working diligently on improving the academic opportunities that we offer to our advanced students. This year, we implemented Pre-Calculus and AP Calculus. Thirteen students have participated in these courses this year. Next year, we are implementing Composition I and Composition II dual credit classes taught at our high school. These improvements would not have occurred if the school district had not begun the process of strengthening its curriculum and determining what our students need in order for them to be college ready.

The New Town Board of Education, administration, and teachers are opposed to the legislation to change the current standards. The school district has invested heavily into the implementation of these standards and have experienced positive results.

Sincerely,

Marc S. Bluestone

Marc S. Bluestone
Superintendent

UNITED PUBLIC SCHOOL DISTRICT NO. 7
CLARKE RANUM, SUPERINTENDENT
Burlington-Des Lacs Elementary
301 Wallace, Burlington, ND 58722-2235
Des Lacs-Burlington High School
PO Box 117, Des Lacs, ND 58733-0117
725-4334 (HS) – 725-4375 (FAX)
839-7135 (E) – 838-1573 (FAX)

Scott Medalen, High School Principal

DIRECTORS
Brett Casavant, President
Brenda Buri, Vice President
Josh Sundsbak, Director
Matthew Schaefer, Director
Chad Brown, Director
Jody Askvig, Business Manager

N. Jean Klein, Elementary Principal

January 21, 2015

To Whom It May Concern:

The administration, faculty, and school board of United Public School District #7 stand together in our support for standards based education, specifically the current ND State Standards. We also support the cycle and method by which we are constantly working to improve them. Most importantly we support our local control and ability to locally determine our curriculum and "how we teach."

We believe that the path that we are on supports a rigorous, standards based education for all of our students. We also feel that the standards are grade level expectations, and that is very important and relevant in our communication with parents.

At our January 2015 school board meeting we discussed the potential legislation regarding standards, and our school board reiterated that they still have the ability to make decisions regarding what happens in our classrooms and what we want our kids to know. Our school board wants to continue to oversee the educational process in our districts; we need to let school administrators lead; and we need to let our teachers teach.

Respectfully,

Clarke Ranum

Clarke Ranum
Superintendent

Griggs County Central

SCHOOL DISTRICT #18

1207 FOSTER AVE NE

COOPERSTOWN, NORTH DAKOTA 58425-7037

TELEPHONE (701) 797-3114

FAX (701) 797-3130

ADMINISTRATIVE TEAM

Travis Jordan
SUPERINTENDENT

Meghan Brown
SECONDARY PRINCIPAL

Audrey Faul
ELEMENTARY PRINCIPAL

BUSINESS MANAGER
Tamara Cushman

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Craig Berchel
Jodi Somerville
Roger Lausch

January 29, 2015

To Whom It May Concern:

Please consider this as my full and unconditional support for the North Dakota State Standards. In our pursuance to ensure that our students are College & Career Ready these standards are vitally important.

The standards promote a curriculum that is real, relevant, and rigorous. They allow our teachers the flexibility to instruct with "best practices" in mind for each of their students. The standards address the 21st Century Competencies skills that our children will need as they enter the workforce.

A vote to stop the "Common Core" will be detrimental to our students, teachers, and society as a whole. The individuals that we have in our schools are trained professionals and ultimately know what is best for students. Please respect them and all others that work hard every day to make a positive influence in the lives of our children.

Sincerely,

Travis Jordan
Superintendent

Hazen Public School District #3

National School of Excellence
Hazen, North Dakota 58545
www.hazen.k12.nd.us

P.O. Box 487
520 1st Ave. NE

Phone: 701-748-2345
Fax: 701-748-2342

School Board Members
Cris Miller, President
Sonya Hansana, Vice President
Stephanie Huber
Jody Murschel
Jennifer Wallender

Administration
Michael J. Ness, Superintendent 748-2345
Matthew Norby, Secondary Principal 748-2345
Ed Boger, Middle School Principal 748-6649
Trevor Sinclair, K – 6 Principal 748-6120
Connie Ellwein, Business Manager 748-2679
Randy Johnson, Athletic Director 748-2345

January 27, 2015

House Education Committee,

In Hazen, North Dakota, we are providing our students with a high-quality education. We believe the implementation of the Common Core Standards is a crucial part of this process, and we are working collaboratively to provide this to students. Our staff has been involved from the beginning of this process. We have teachers who were on the team of educators that worked to write these standards. We continue to work as a staff to implement our standards through excellent professional development. We have implemented them knowing that we are doing what is best for our students through collaboration among states, school staff members, parents and stakeholders with the goal of helping to improve student achievement.

Mr. Leland Opp, a veteran sixth grade teacher with 28 years of teaching experience in Hazen, has observed many changes during his time in education. His sixth grade students are perhaps the students with the biggest increase in their achievement expectations in the area of math. He is an instructor that is in full support of the path we are on with higher standards for our students.

Another veteran instructor on our staff, third grade teacher Mrs. Peggy Wolf, shared her personal views with me. She has been through the open classroom era, the closed classroom era, the center education era, etc. Techniques change all the time, but one constant factor has always been the desire to teach outcome skills well. Teachers have always tried to prepare our kids for their future, and we have not had a consistent path to follow. We are good educators in North Dakota, and we have always strived to do better than good enough. Common Core is new. New is not scary, it's just new, and it is designed to give a clear, well-planned, and rigorous path for our teachers to follow.

Stopping these efforts in response to fear and scrutiny from the uninformed would be a devastating blow to the gains we are currently making. Our staff has worked tirelessly to make this transition, and they see the benefit of continuing with these efforts. We ask that you consider moving forward with high standards for North Dakota's students by keeping the Common Core State Standards.

Yours in Education,

Trevor Sinclair

Trevor Sinclair - Elementary Principal and Elementary Staff

Peggy Wolf
Brooke Haugstad
Camille Harvey
Samantha Steffen
Anne Genow
Shanda Leintz
Allison Opp
Cathy Duewee
Zonita Usselman
Shayla M. Sinclair
A. Heidt
Laura Vigesaa
Leland Opp
Margaret Volk
Noel Barth
Tammie Vernon

Larry Sebastian
Superintendent

Greg Johnson
High School Principal

Lyn Hendry
Elementary Principal

Hettinger Public School

District 13

209 Eighth Street South * Hettinger, ND 58639-1188
To empower individuals to succeed in a changing world

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Tenille Guthrie
Krista Faller

www.hettinger.k12.nd.us * Ph: 701-567-5315 * Fax: 701-567-5094

January 29, 2015

North Dakota Legislators:

As an elementary principal with twenty-five years of experience in administration, I have been through several reauthorizations such as NCLB and the current Common Core Standards. The students in my school started working toward learning and transitioning to the Common Core Standards several years ago and are currently teaching it full force. They are preparing for the upcoming Smarter Balance/North Dakota State Assessments that open up in March. They did the field test last spring and are nervous about the upcoming assessments.

However, we are as prepared as we can be for the assessments and have been teaching the standards that the assessments are based upon. The North Dakota Department of Education has spent lots of resources creating these standards, getting assessments written, and in preparing North Dakota teachers for this year when we begin assessing them.

We hope that the Common Core Standards are better than the North Dakota State Standards they replaced, but they surely are no worse than the ones they replaced or the ones that the NCLB standards replaced. The point is that it takes a lot of time, in-service time, collaboration time, and resources to create, adopt, and assess each new set of standards. I realize we have some grass roots groups that believe the federal government is taking over the state right to education and they want to stop the Common Core Movement. Unfortunately, the federal government has had a certain amount of control over education for a long time simply because if you don't meet their conditions you lose federal funding for all Title Programs, Lunch programs, etc. which equates to a lot of money most states can't afford to replace.

I urge you to educate the public in North Dakota so that they realize that educators in North Dakota developed the Common Core Standards for North Dakota and they did not just adopt a set handed down from the federal government and that the federal government is not in total control of education in North Dakota. I have been watching instruction on the Math standards, which is the most controversial, and in short the benchmarks are concepts that they should know from prior knowledge and they are applying them to the current situation. The essential question is simply what they are working to solve in that particular lesson. This is actually a better way of instructing than in the past when students learned the process but not why they did the process.

Please do not force educators to start over with another new set of standards, we will waste valuable instruction time starting over, in-service time learning new standards, and spend lots of time and energy doing what we have already done again. Let us continue to work with what we have, the best way to improve education at the present is to let us have some time to teach, assess, and improve what we already have in place. Thanks.

Lyn Hendry
PK-Elementary Principal

East Fairview Elementary School

Yellowstone Public School District

301 2nd Street South Fairview, MT 59221
Phone: 701-844-5649 Fax: 701-844-3328

Derek Gackle, Principal
Heidi Blake, Business Manager

January 29, 2015

To Whom It May Concern:

The administration and faculty of East Fairview School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

Sincerely,

Derek Gackle, Principal

WESTHOPE PUBLIC SCHOOL

HOME OF THE "SIOUX"
395 MAIN STREET PO BOX 406
WESTHOPE, NORTH DAKOTA 58793-0406
(701) 245-6444 FAX (701) 245-6418

Superintendent: John Gruenberg
Elementary Principal: Terri Lundberg
Business Manager: Sheri Jespersen
Board President: Peary Schell

January 14, 2015

ND Legislative Assembly

The administration and faculty of Westhope Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Respectfully,

The Staff of Westhope Public School
Westhope, ND

1-30-2015

Dear Committee Members,

The administration and school board of the Maple Valley Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly, our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota. All these pieces are critical to their success.

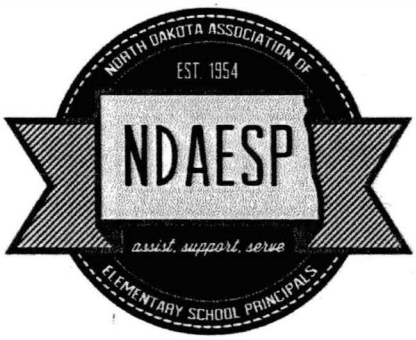
The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

It is time to give local control back to our local school districts. Our parents overall are pleased with the education their children receive. They are tired of media and legislators trying to discredit all of the positive things that are happening in our schools.

Sincerely,

Brian Wolf

Brian Wolf - Superintendent



January 30, 2014

The executive board of the North Dakota Elementary School Principal's Association stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota. All these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Audrey Faul

NDAESP President

Aimee Copas

From: Jody French <Jody.French@k12.nd.us>
Sent: Friday, January 30, 2015 4:20 PM
To: Aimee Copas
Subject: ETC letter

Aimee,

Here is our letter-

On behalf of the ND Educational Technology Council (NDETC), I am writing in support of ND's adoption of the North Dakota English Language and Literacy and North Dakota Mathematics Content Standards.

The North Dakota Educational Technology Council (ND ETC) is the state board responsible for developing technology systems and coordinating their use to enhance and support educational opportunities for elementary and secondary education as cited in NDCC 54-59. I serve as Director for the Council.

The NDETC specifically refers to these standards in the ND State Technology plan that was recently approved by the Council. The plan is available online at http://www.ndetc.k12.nd.us/files/2015/01/2015-State-Plan.pdf

The NDETC fully supports this initiative and the progressive work led by teachers and administrators in our schools. Our students deserve to be college and career ready and these standards will continue to guide the way.

Jody French

Jody.French@k12.nd.us
www.ndetc.k12.nd.us

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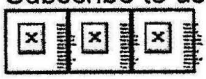
Like us fb.me/edutechnd
Subscribe to us on YouTube



Cavalier Public School

"Excellence in Education"

300 Main Street East
P.O. Box 410
Cavalier, ND 58220-0410
Phone: 701-265-8417 Fax: 701-265-8106

Jeff Manley, Superintendent
Karen Christianson, Business Manager

Jolyn Bergstrom, Elementary Principal
Sandy Laxdal, High School Principal

January 30, 2015

Dear North Dakota Legislature,

The administration and staff of Cavalier Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

Jeff Manley, Supt.
Jenna Kennedy
Tara Hartje
Shannon Sylvestelien
Bridget Hay
Bly Costan
[illegible]
Michele Tulank
Daryl Watson
Anna Mertz
Holly Yuendelle
JeDee Dungan
Aren Kraft

Mandy Heuchert
Susan R. Daggett
Kevin O'Leary
Wanda Martinez
Anne Jackson
Kris Tucker
Brenda Brumbaugh
Anna Mae Daley
[illegible]
Susan Bigwood
Cheryl Neumann
Jolyn S. Bergstrom

"Creating Lifelong Learners"

Cavalier Public School

"Excellence in Education"

300 Main Street East
P.O. Box 410
Cavalier, ND 58220-0410
Phone: 701-265-8417 Fax: 701-265-8106

Jeff Manley, Superintendent
Karen Christianson, Business Manager

Jolyn Bergstrom, Elementary Principal
Sandy Laxdal, High School Principal

January 30, 2015

Dear North Dakota Legislature,

The administration and staff of Cavalier Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

Ann Beth

Gori Beckman

Sandy Laxdal

Vanda Anderson

Bryce Laxdal

John Deengan

Jeff Urlaub

Bail Pupp

J. Brady Laxdal

Mechell Eilendson

Doug Anderson

Gary Martin

"Creating Lifelong Learners"

GRENORA PUBLIC SCHOOL DISTRICT NO. 99

PO Box 38 ~ 402 Robinson Street
Grenora, ND ~ 58845-0038
Phone: 701.694.2711 • Fax: 701.694.2717

COPY

ELEMENTARY PRINCIPAL

THIS AGREEMENT is made and entered into on the **23rd** day of **January**, 20**14**, between **Darryl LaDue**, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher's License Number **59232**, Elementary Principal's Credential **01770**, and the School Board of **Grenora** Public School District No. **99**, County of **Williams**, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. **DURATION:** Said Teacher is licensed to teach in the public schools in said County of North Dakota and hereby contracts to teach in said SCHOOL DISTRICT during the **2014-2015** school year for a term of **11** months, beginning on or about **August 1**, 20**14**.
2. **SALARY:** The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of **$68,000** *(Sixty Eight Thousand and no/100)*, payable in equal installments beginning **August 20, 2014**. *Included with this contract is a full single health insurance plan.*
3. **ASSIGNMENTS(S):** The above-named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract, including teaching assignments for which said TEACHER is highly qualified to teach in ***Elementary Principal***, and any other duties as deemed necessary by the administration, to be paid according to the negotiated agreement. All other provisions of the negotiated agreement will apply. *This contract is binding per Licensure by North Dakota Education Standards and Practices Board (ESPB) and credential by the North Dakota Department of Public Instruction (ND-DPI).*
4. **EXTRACURRICULAR ASSIGNMENTS:** The following extracurricular assignments are included as an integral part of this contract, with additional compensation as specified: **N/A**.
5. **COMPLIANCE WITH POLICIES:** TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available for review upon request by the TEACHER.
6. **QUALIFICATIONS:** *TEACHER hereby certifies that TEACHER is highly qualified as defined and required by No Child Left Behind Act of 2001 and the North Dakota Education Standards and Practices Board.*
7. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and returned to the business manager by 5:00 p.m. on the **23rd** day of **February**, 20**14**, or it will be deemed rejected.

GRENORA PUBLIC SCHOOL DISTRICT

Lavern Johnson
President of the School Board

Jennifer McNamara
Business Manager

Teacher

PREPARED IN TRIPLICATE
DISTRIBUTION:
Business Manager
County Superintendent of Schools
Teacher

Form NDSBA 3/2010
School Year 2014-2015

RECEIVED
2/23/14 gm

Superintendent/High School Principal ~ Troy Walters
Elementary Principal ~ Darryl LaDue
Business Manager ~ Jennifer McNamara
www.Grenora.k12.nd.us

School Board
Lavern Johnson, President
Rick Foss, Vice-President
Brent Peterson
Robert Field
E. Michael Berg
Carlyle Norby
Sara Berg

13-14 CBP3

GRENORA PUBLIC SCHOOL DISTRICT NO. 99

PO Box 38 ~ 402 Robinson Street
Grenora, ND ~ 58845-0038
Phone: 701.694.2711 • Fax: 701.694.2717

ELEMENTARY PRINCIPAL/[redacted]

THIS AGREEMENT is made and entered into on the 6th day of May, 2013, between Darryl LaDue, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher's License Number 59232, Elementary Principal's Credential _____, and the School Board of Grenora Public School District No. 99, County of Williams, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. **DURATION:** Said Teacher is licensed to teach in the public schools in said County of North Dakota and hereby contracts to teach in said SCHOOL DISTRICT during the 2013-2014 school year for a term of 10 months, beginning on or about August 1, 2013.
2. **SALARY:** The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of ***To Be Negotiated at a later date** 50,000 _____, payable in equal installments beginning August 20, 2013.
3. **ASSIGNMENTS(S):** The above-named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract, including teaching assignments for which said TEACHER is highly qualified to teach in ***Elementary Principal*** [redacted] and any other duties as deemed necessary by the administration, to be paid according to the negotiated agreement. All other provisions of the negotiated agreement will apply. *This contract is binding per Licensure by North Dakota Education Standards and Practices Board (ESPB) and credential by the North Dakota Department of Public Instruction (ND-DPI).*
4. **EXTRACURRICULAR ASSIGNMENTS:** The following extracurricular assignments are included as an integral part of this contract, with additional compensation as specified: N/A.
5. **COMPLIANCE WITH POLICIES:** TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available for review upon request by the TEACHER.
6. **QUALIFICATIONS:** *TEACHER hereby certifies that TEACHER is highly qualified as defined and required by No Child Left Behind Act of 2001 and the North Dakota Education Standards and Practices Board.*
7. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and returned to the business manager by 5:00 p.m. on the 6th day of June, 2013, or it will be deemed rejected.

GRENORA PUBLIC SCHOOL DISTRICT

Lavern Johnson
President of the School Board

Business Manager

Teacher

PREPARED IN TRIPLICATE
DISTRIBUTION:
Business Manager
County Superintendent of Schools
Teacher

Form NDSBA 3/2010
School Year 2012-2013

Superintendent/High School Principal ~ Troy Walters
Elementary Principal ~ Leslie Bieber
Business Manager ~ Jennifer McNamara
www.Grenora.k12.nd.us

School Board
Lavern Johnson, President
Rick Foss, Vice-President
Brent Peterson
Robert Field
E. Michael Berg
Carlyle Norby
Sara Berg

HEBRON PUBLIC SCHOOL

HOME OF THE BEARCATS

Address: 400 Church Ave. P.O. Box Q, Hebron, ND 58638
Phone: 701-878-4442
Fax: 701-878-4353
Website: www.hebron.k12.nd.us

January 22, 2015

Letter in support of the North Dakota State Standards

Kevin Nelson, Superintendent
I have been in education for thirty four years, the past five as superintendent at Hebron School and I support the North Dakota State Standards.

There are several reasons that I support the North Dakota State Standards. I am seeing improved teaching in each classroom. Teachers are using more activity based learning. Students are more engaged with the hands on learning in their classrooms. Curriculums are now designed to deliver knowledge through designing a problem-solving and questioning process rather than just delivering instruction.

North Dakota College and Career Readiness Standards anchor the North Dakota State Standards. Students will be better prepared for post-secondary education and the workforce because of this link and the good work that teachers are doing in their classrooms. Ultimately, having core standards in each of our states makes it easier for all of students to have the same skills to compete in college and the workplace and be successful.

Stephanie Hochhalter, High School Principal
Before being employed as secondary principal at Hebron Public School, I was an eighth grade math teacher in the Bismarck Public School District. As a teacher there, I was nominated to serve on the 60 teacher committee that reviewed the Common Core State Standards in reading and mathematics. It was a long and grueling process, but it was worth it in the end. The Department of Education was very transparent throughout this process. We were given clear choices, and one of them was to reject the standards outright. It took an entire year to compare these standards to the then current ones to determine if these could be the next generation of standards. Throughout the year, all of the teachers went back to their respective districts and discussed the standards with their colleagues. We also reviewed the data from multiple rounds of public comment. In the end, we felt confident we were making the best decision for our students.

It has been five years since that committee first met and I am seeing the positive impact of the North Dakota State Standards for Reading and Math. Hebron Public School has been teaching these standards for the past four (4) years. We have invested hundreds of hours and thousands of dollars in teacher training and new curriculum, not because we felt we had to since the State approved them, but because we WANTED to. We have also invested time in developing some of our own curriculum and selecting textbooks to meet the needs of our students.

These standards push our children to understand math at a deeper level. They are more rigorous than our older standards, especially in the area of conceptual understanding. In the past, our standards only emphasized standard algorithms and how to apply them. Now students not only

need to know how they work, but WHY they work. Students are encouraged to talk about the math they are doing and analyze each other's work. They need to be able to dissect a problem and talk together to find a solution.

For example, students are now asked to look at addition and subtraction using several different models (i.e. a number line, physical manipulatives, etc...). This can be very frustrating for parents and others who were taught to do math though the algorithm only. However, educators have known for years that a "one size fits all" education does not benefit our children. The question is why we were ok with "one size fits all" math instruction? It did work for some, and will continue to work for some. Teachers are not going to abandon the algorithms. In fact, the standards state that they are still important. Now teachers are letting the students discover multiple routes to the same destination and choose which one works for them.

Kris Nelson, Elementary Principal

I have been in education for over thirty years and have seen the changes in curriculum from having no curriculum guidelines, meaning utilizing only the textbook, to working with the teachers on really dissecting the standards and finding activities that meet the students' needs to be proficient in that standard.

Throughout the years, it has been stated "why do we keep on reinventing the wheel?" This too can be included for curriculum. Being from a small school with one classroom of each grade, it used to be that teachers were on their own and could do whatever they pleased as long as they finished the textbook! Then with the beginning of consortiums, much time was spent developing common standards among several schools using the ND State Standards as guidance. This was a great accomplishment but yet there was so many similarities between the schools—even in different states.

The teachers at Hebron now utilize assessments and the North Dakota standards to drive instruction. I observe teachers looking for deeper levels of understanding to find multiple ways of assessing each standard. As a result, classroom teachers individualize their instruction to meet the needs of Hebron students while following the North Dakota State Standards.

I am in support of the continuation of utilizing the North Dakota State Standards to drive our classroom curriculum while still allowing local control.

Kevin Nelson, Superintendent

Steph Hochhalter, Secondary Principal

Kris Nelson, Elementary Principal

Rugby Public School District #5

Board of Education

Charles Volk, President
Susan Schmaltz, Vice President
Mark Hamilton
Kris Blessum
Carlie Johnson
Dawn Hauck, Business Mgr.

Administration

Dr. Michael McNeff, Superintendent
Jason Gullickson, Ely Elementary Principal
Jared Blikre, Junior/Senior High Principal

1123 South Main Avenue
Rugby, North Dakota 58368
Phone: (701) 776-5201
Fax: (701) 776-5091

Date: 1/14/2015
To: 64th North Dakota State Legislature
From: Mike McNeff
Re: Support for the Common Core State Standards

I serve as the superintendent of the Rugby Public School District located in Rugby, ND. I support our current North Dakota State Standards that were approved for our state in 2011. These standards were created by teachers, administrators, and educational experts from across the country. Prior to approval in 2011, our state put together a committee to review the Common Core Standards. The North Dakota Department of Public Instruction (NDDPI) organized a committee of over 60 practicing educators from across **our** state to review the standards over a two year period. The committee recommended that our state accept these standards and they were later approved by NDDPI.

Over the course of four years our teachers and administrators have been implementing the North Dakota State Standards at Rugby Public School District. We believe these standards will assist us in preparing the type of student that is needed in the 21st century. This bill and others like it represent an unnecessary overhaul of a highly functional system. Our staff has put a substantial amount of time and resources into understanding and unpacking these standards. There is a considerable amount of misinformation regarding the Common Core State Standards. I would ask that you talk with your local teachers and administrators before you make a decision on whether you support these standards or not.

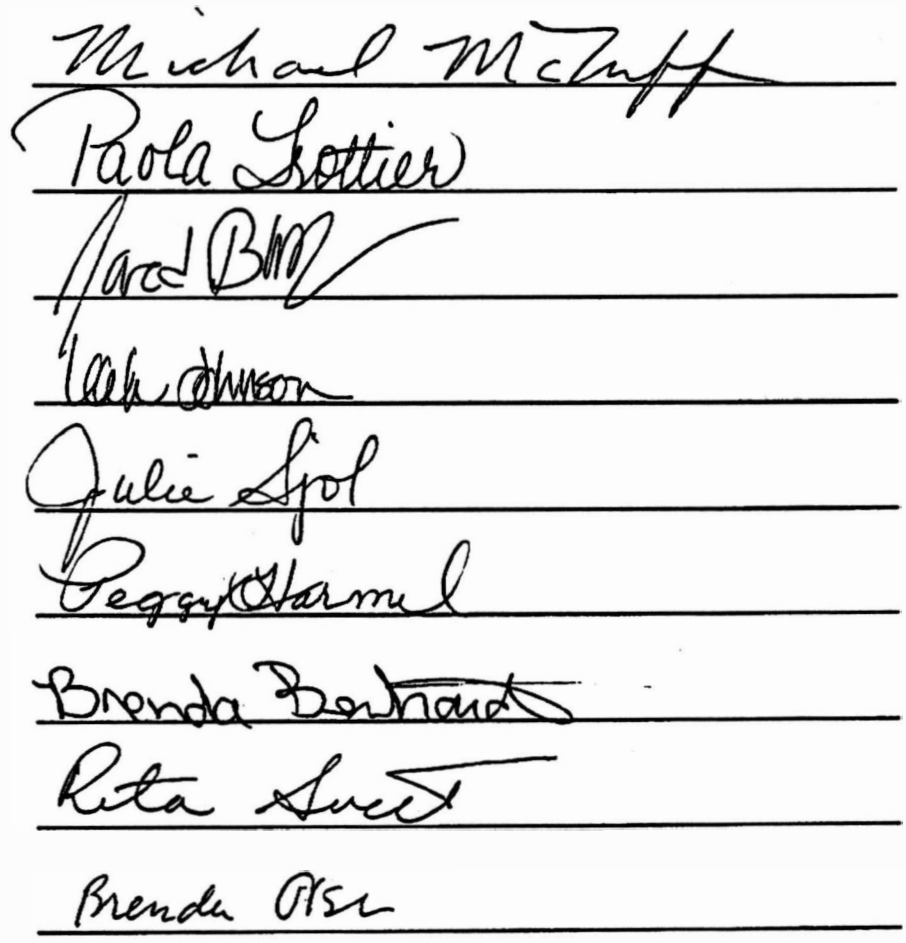
The administration and faculty of Rugby Public School District stand together in our support for standards based education. Specifically, we support the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota. All these pieces are critical to their success.

The Rugby Public School District #5 does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs/activities and employment policies/practices

The path we are currently on...a path that supports a rigorous, standards based education for all students, combined with excellent professional learning opportunities for staff members...has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. We need to let our school boards continue to oversee the education process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Sincerely,

Dr. Michael McNeff
Superintendent of School
Rugby, ND



The Rugby Public School District #5 does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs/activities and employment policies/practices

Stephanie Steen

Tammy Loran

Shannon Miller

Denise Myhre

Jennifer Zachmeier

Karl L. F. Hill

Bill Jansen

Sharon Walker

Alyson Schepp

Jessica Fritz

Carol Braaten

Jessica Seove

Jennifer Gault

Chelsey Raymond

Gail Rham

The Rugby Public School District #5 does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs/activities and employment policies/practices

Skye Woodman

Andee Mattson

Kerry Gadow

Cassie Huckscher

Deb Gavin

Jason Sullivan

The Rugby Public School District #5 does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs/activities and employment policies/practices

CENTER-STANTON PUBLIC SCHOOL

HOME OF THE WILDCATS

BOARD OF EDUCATION
Cindy Berger, Chairman
Loren Henke, Director
Stacey Olander, Director
Rick Schmidt, Director
Jim Wahlman, Director
Jacob Erhardt, Business Manager

PO Box 248
315 Lincoln Avenue
Center, ND 58530-0248
www.center.k12.nd.us
ph (701) 794-8778
fax (701) 794-3659

ADMINISTRATION
Mr. Curtis Pierce, Superintendent
Mr. Tracy Peterson, Secondary
Ms. Kathy Bullinger, Elementary
OFFICE STAFF
Leslie Lennick, HS Secretary
Sandy Folk, Elem Secretary

January 16, 2015

Dear North Dakota Legislators

The Center-Stanton Public School administration and faculty want to express their support for the new North Dakota State Standards. Standards-based education has been a part of North Dakota education for over 30 years and the new standards provide a rigorous set of benchmarks/expectations for our students. They are NOT the curriculum but rather achievement goals for each grade level. They do not tell our teachers "what or how to teach", only what the teacher should expect from their students when the student leaves their classroom.

North Dakota has set high guidelines for our students to success in both their educational and future careers. Our test scores, graduation rates and college readiness are second to none in the United States. The new ND Standards do nothing but insure our students continue to succeed and are able to compete with the global workforce of the future.

We ask that you let our school boards continue to oversee the educational system of our district; let administrators lead this system; and let teachers teach to higher standards. Any proposed bill to eliminate the North Dakota Standards sets our education system back to pre-1980 and gives no set of expectations for our students. We ask that you seriously consider retaining the North Dakota Standards we have in place and understand they are only guidelines for what is expected of our students.

Thank you for your consideration.

Curt Pierce, Superintendent

Kathy Bullinger
Elementary Principal

Michaela Duty Special Ed K-6

Jesse J. Krueger, Director of Special Education

Secondary Principal

Rachael Jaeger 3rd grade teacher

Julie McClain
Title 1 Teacher

Donna M Dawson English/Social Studies

BURKE CENTRAL SCHOOL DISTRICT #36
"Home of the Panthers"
PO Box 91 • 101 4th Ave W
Lignite, ND 58752
Phone 701-933-2821 • Fax 701-933-2823
www.burkecentral.k12.nd.us

Dear Elected Officials of North Dakota,

The administration and faculty of Burke Central School stand together in our support for standards education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota. All these pieces are critical to their success.

The path we are currently on, is a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process.

This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the education process in our districts; we need to let school administrators lead; and we need to let our teachers teach.

Sincerely,

Sherry Lalum
Superintendent
Burke Central School District #36

6th grade teacher

-3rd Grade

Erika Landro
High School Principal/Business Teacher

Holly Chrest
Librarian

Whitney Rick
Math Teacher

Dawn Edstad, SPED

Amanda Patel
4th Grade Teacher

Beef Kyle
Music

Amy Lynn Nelson
English Teacher

Kathy Fagerland

Anita Erickson
Title I

Meghan Burfoot
Science Teacher

Alison Howart
5th gr. teacher

Tiffany Schuh - PE/Health

Marsha Knutson

Marcie Burrett
2nd Grade.

Social Studies

Vickie Merritt
K. Teacher

ADMINISTRATION
Sherry Lalum, Superintendent/Elementary Principal
Erika Landro, High School Principal
Karen Kihle, Business Manager

BOARD OF EDUCATION

Daniel Peterson, President
Mark Buick, Vice President

Traci Bakken
Greg Ryberg
Teri Nelson

Twin Buttes Elementary School

January 28, 2015

To Whom It May Concern,

The administration and faculty of Twin Buttes Elementary Schoolfully support standards based education, specifically the current ND State Standards. We have worked very hard to make sure that our students find academic success by teaching the standards. We support the methods and cycle by which we are constantly working to improve the standards and truly appreciate our ability to have local control for determining our curriculum andh ow we teach.

As a small, rural, reservation school, we experience a good deal of transiency with students. Having a standards based curriculum helps us to make sure that all kids are getting the instruction that they need regardless of the amount of time they are enrolled ino ur school district. The educational staff at Twin Buttes School works tirelessly toward the success of all of our students of North Dakota in an effort to implement all of thec omponents that are necessary for them to become productive adult citizen s.

Sincerely,

Administration and Faculty of Twin Buttes Elementary School

Sandra K Starr - Supt/Principal
Sharon Musick - Teacher
Marcy Miller - Teacher
Crystal Bruce - Teacher
Tiffany Wiegun - Teacher
Willa Incognito - Teacher
Cindy Smooth
Vanessa Holm - Teacher
Jenna Voegele - Teacher

7997 7A St. NW • Halliday, ND 58636
SCHOOL: Phone (701) 938-4396 • Fax (701) 938-4397 BUSINESS OFFICE: Phone (701) 938-3475 • Fax (701) 938-3489

Pingree-Buchanan Public Schools

111 Lincoln Avenue, Pingree ND 58476

Phone: High School 701-252-5563, Elem 701-252-4653, Fax 701-252-4460

Daren Christianson
Superintendent-HS Principal

Terrie Neys
Elem Principal

Janice Mack
Business Manager

1-28-2015

Letter in Support of the Common Core State Standards

The administration and faculty of the Pingree-Buchanan school stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

As a school we find that the ND State Standards do not necessarily dictate how and what we teach but serves as a daily, quarterly and yearly checklist to insure that our students are working on the skills they need to be successful in their next endeavors in life.

Daren Christianson

Superintendent/High School Principal

Beulah School District #27

204 5th St NW
Beulah, ND 58523
Phone: 701-873-2237
Todd Kaylor, Superintendent

Amber Skalsky, Elem. Principal
Stacy Murschel, MS Principal
Kevin Hoherz, HS Principal
Carrie Miller, Business Manager

January 22, 2015

Legislators,

The administration Beulah Public School's stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

As a district, we are successful! As a team we are successful, because our faculty and leaders have been open to taking on a standards based education system. We have spent countless hours in professional development, loading our teacher tool boxes, deploying new strategies for student engagement, and finally assessing our student's performance. This may seem like quite a daunting task. However, we have found that the difficult part is consistently not settling for the status quo. Through our research, we find the "common core" to be rigorous, more in-depth, and specifically challenging to students at a variety of age levels. These examples in return, push all educators out of a "comfort" zone in which causes people to question. But, isn't the real question, the question that asks, "What do we want our classrooms to look like in 2024?" That not that far away, and if we do not continue to grow and evolve as a classroom, we will simply fall into the "status quo" margin of education.

In Beulah Public Schools, the path we are currently is one that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members. This has served as an effective mechanism for improving our school. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Sincerely,

Todd Kaylor
Superintendent
Beulah Public Schools

Kevin Hoherz
HS Principal

Stacy Murschel
MS Principal

Amber Skalsky
ES Principal

Drake Public School
PO Box 256
411 Main Street
Drake, ND 58736-0256

Steven Heim, Superintendent
Travis Engen, Senior High Principal
Stacy Bruner, Bus. Man.
Carla Thomas, Admin. Assistant

Phone: 701-465-3732 FAX: 701-465-3634
http://drake.nd.schoolwebpages.com/

Every Child - Every Chance - Every Day

The administration and faculty of Drake school stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

DEVILS LAKE PUBLIC SCHOOL DISTRICT #1

1601 College Drive North, Devils Lake, ND 58301
(701) 662-7640 (FAX) 662-7646

Scott A. Privratsky, Superintendent
Email: scott.privratsky@dlschools.org

January 28, 2015

Dr. Aimee Copas, Executive Director
North Dakota Council of Educational Leaders
121 East Rosser Avenue
Bismarck, ND 58501

Dear Dr. Copas:

The purpose of this letter is to provide you support for the North Dakota State Standards as you testify in opposition to HB 1461 which would require withdrawal from the Smarter Balanced Asssessment Consortium and basically strip school districts of the standards which have been adopted.

The Devils Lake Public Schools support a rigorous, standards-based education for all students. We are proud of our talented teachers and adminstrators that work tirelessly toward the success of our students. We support local control and the ability of our local school board to determine our curriculum. All of these pieces—rigorous standards, curriculum, and dedicated, highly-qualified staff—are important to the success of the students of North Dakota.

This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Sincerely,

Scott Privratsky
Superintendent

Anamoose Public School

Public School District No. 14 - McHenry County
706 3rd St. West
Anamoose, North Dakota 58710-4109
Telephone 701-465-3258 FAX: 701-465-3259
Every Child – Every Chance – Every Day

The administration and faculty of Anamoose school stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Sincerely

Steven Heim, Superintendent

Edmore Public School

706 North Main St. P.O. Box 188 Phone: (701) 644-2281 FAX: (701) 644-2222

Frank Schill, Superintendent

Board of Education:
Audrey Lorenz, President
Doug Freije, Vice President
Kori Hodek, Director
Karla Mack, Director
Gerald Kalhagen, Director
Diane Martinson, Business Manager

Matt Ford, Principal

1.28.2015

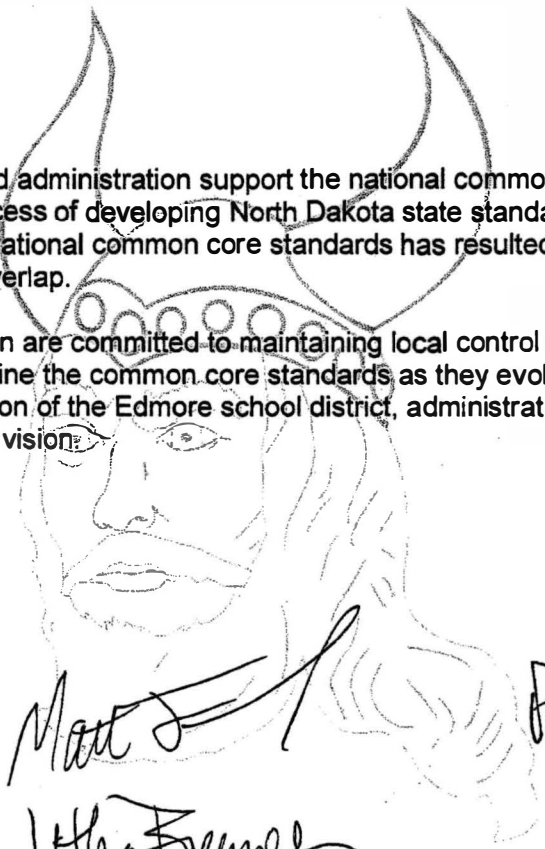
To Whom It May Concern:

The Edmore Public School staff and administration support the national common core standards and the North Dakota state assessment. The process of developing North Dakota state standards for the past ten years and comparing those standards to the national common core standards has resulted in the conclusion that both standards have a high degree of overlap.

The Edmore staff and administration are committed to maintaining local control of education and government and will therefore continue to examine the common core standards as they evolve. In the event elements of the common core do not reflect the vision of the Edmore school district, administration and staff will modify the standards to align with the Edmore vision.

Regards,

Frank Schill, Superintendent



"Working Together to Inspire Lifelong Learners"

UNDERWOOD SCHOOL DISTRICT NO. 8
123 SUMMIT STREET · PO BOX 100
UNDERWOOD, ND 58576-0100
TELEPHONE (701)442-3201 · FAX (701)442-3704
http://www.underwood.k12.nd.us

Administration
Brandt Dick, Superintendent
Lee Weisgarber, PK-12 Principal
Angela Riehl, Business Manager

School Board
Jim LeRoy, President
Brad Landenberger, Vice President
Directors:
Taryn Kjelstrup
Chad Weisenberger
Brent Charging

January 16, 2015

Dear ND Legislators,

The administration and faculty of Underwood school stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." The mission of the Underwood Public School is to provide every student an academically excellent education. As we implement our mission, we rely on the current ND State Standards and we do feel they provide a framework which allows our students to become college and career ready. Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota and all these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Underwood School District Administration and Faculty

Fessenden-Bowdon School District

PO Box 67 · 500 North 2nd Street
Fessenden, ND 58438
T: 701-547-3296 F: 701-547-3125
www.Fessenden.K12.ND.US

BELIEVE · ACHIEVE · SUCCEED

January 21, 2015

Dear North Dakota Coalition for Student Success,

The administration and faculty of the Fessenden-Bowdon School, together support the current state standards based education that we provide our students in our district. Using the North Dakota State Standards provides teachers a guide for knowing what students need to master at each grade level. It also ensures students will be "on track" for college and career readiness. We provide highly effective professional development to our staff which allows them to present rigorous instruction which has led to continual student growth in our district. We need to let our local school boards oversee our educational process; we need to let the administration lead; and we need to let our teachers teach.

Sincerely,

Nancy Bollingberg, Superintendent

Warren Strand, K-12 Principal

And the Fessenden-Bowdon Faculty

Cc: Senator Jerry Klein
Representative Robin Weisz

Nancy Bollingberg, Superintendent **Warren Strand,** K-12 Principal
Jonathan Bertsch, Athletic Director **Michelle Johnson,** Business Manager

Board of Education

Kelly Jones, President Kent Wolkenhauer, Vice President
Troy Jones, Member Monica Mason, Member Reade Neumiller, Member

WAHPETON PUBLIC SCHOOL DISTRICT
1505 North 11th Street • P.O. Box 10
Wahpeton, North Dakota 58074-0010

January 15, 2015

Dear Aimee:

The administration of the Wahpeton Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

The idea of students being able to move from state to state and know they will be working towards the same educational standards makes sense. To be able to compare how students are doing academically from state to state makes sense as well. To move away from the Common Core Standards would be a step in the wrong direction.

Sincerely,

Rick Jacobson

Rick Jacobson, Supt.
Wahpeton Public School

Central Valley Public School

1556 Highway 81 NE
Buxton, North Dakota 58218
Phone: 701-847-2220 FAX: 701-847-2407

January 15, 2015

To Whom It May Concern

As a North Dakota school superintendent, I strongly support standards-based education, specifically, the current common core standards, the cycle and method by which we are constantly working to improve them; and, most importantly, our local control and ability to locally determine our curriculum or "how we teach." The vast majority of educators in North Dakota are hardworking, talented, and conscientious people. All of these pieces are critical to the success of our students.

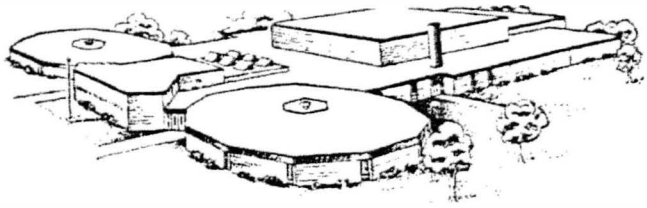
Our current path of pursuit is one which supports a rigorous, standards-based education for all students. This, combined with excellent professional development opportunities for staff members, has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. I strongly feel that we are preparing our students to attend college or assimilate to the workforce more successfully than we ever have, and we intend to continue fine-tuning our current process.

To conclude, I cannot support proposed legislation which may impede the present progress taking place. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to allow our school boards to continue overseeing the implementation of the ongoing process within our districts; we need to let school administrators lead, and we need to let our teachers teach.

Sincerely,

Jeremy W. Brandt
Superintendent
Central Valley

Frank Justin
Principal
Central Valley



Maddock Public School

P.O. Box 398. Maddock. ND 58348-0398
Phone 701-438-2531 Fax 701-438-2620
www.maddock-school.com

"Preparing For Success"

January 15th, 2015

Dear ND Coalition for Student Success:

The administration and faculty of Maddock Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students in North Dakota. All of these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and we need to let our teachers teach.

Sincerely,

Maddock School Board. Maddock School Administration & Staff

Kelly Anderson, Superintendent
Jenna Helseth, Elementary Principal/Teacher
Brenda Jones, Business Manager
Faye Glover
Cindy Schiele, program coordinator
Todd Black MS CCC SLP
Samantha Mallard, speech therapy assistant
Brooke Heil
Vanessa Beeva
Melissa Benson, Strategist/Teacher
Nancy Fellman
Shanin Lin
Gail Peterson

The mission of the Maddock Public School is to prepare students for success through knowledge, leadership, and opportunities.

MIDKOTA PUBLIC SCHOOL

Elementary School
PO Box 38
203 Curtis Ave W.
Binford, ND 58416
Phone: 701.676.2511
Fax: 701.676.2510

Superintendent/Principal
Gilbert C. Black
Asst. Elementary Principal
Pam Adrian
Asst. High School Principal
Jo Anne Black
Athletic Director
Rick Christianson
Business Manager
Nikki Boote

High School
PO Box 98
81 School Ave
Glenfield, ND 58443
Phone: 701.785.2126
Fax: 701.785.2226

Board of Education
Keith Johnson, President
Veronica Vollmer, Vice-President
Shawn Adrian, Mark Willows
Joel Utke, Laura Kulsrud, Jason Otto

January 16, 2015

Committee members:

The Midkota Public School administration and faculty supports the current North Dakota State Standards, including the cycle and method by which we continually work to implement and improve them. Most important is the ability for the school district to determine our own curriculum and how and what we teach. Our teachers are dedicated professionals constantly working for the success of all students by helping them obtain the skills necessary for continued education or entry into the workforce following high school graduation. The North Dakota Standards and local school's curriculum are critical pieces contributing to their success.

North Dakota does not and did not take the task of changing or implementing standards lightly. The review committee of educators from across the state took considerable time to compare and select standards that best reflect North Dakota values and recommended rigorous standards to meet our students' current and future needs.

The direction we are going supports a rigorous standards based education, excellent professional development and a positive and effective school improvement mechanism. Our state test scores and graduation rates are increasing. Never being ones to sit idle, North Dakota educators and leaders will continue to fine-tune the process. This and similar bills represent an unnecessary overhaul to a highly functional system. Our school district school boards must be allowed continue to direct the local educational process, empower administrators to lead, allow teachers to teach, and stimulate students to reach higher achievement levels.

Respectfully,

Gilbert C. Black

Gilbert C. Black, Superintendent

Litchville-Marion School

304 6th Street
Litchville, ND 58461
Phone 701.762.4234
Fax 701.762.4233
litchville-marion.k12.nd.us

01/16/2015

To Whom it May Concern:

This letter is in support of the current standards based education that is currently in place in North Dakota and more specifically in our school at Litchville-Marion. Our administration and staff feel that it is important to keep local control over curriculum decisions and how we teach our children.

Sincerely,

Steve Larson, Superintendent
Marc Ritteman, K – 12 Principal

In the Litchville-Marion School District our mission is to ensure that students learn. We provide the curriculum, learning environments and activities that support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their future.

The administration and faculty of Leeds Public school are in support of standards based education. Specifically we, the undersigned, support our current North Dakota State Standards. There are many misconceptions surrounding the North Dakota State Standards, which are also known as the Common Core Standards. These standards provide an avenue through which individual states will be able to measure against each other the success of their educational programs. This is not a matter of "who is better," rather this is a matter of "If one state is exceeding the standards what is that state doing that others can copy?"

We realize there is a fear that this is a "nationalization" of curriculum. This is simply not the case. Although there are standards which each state has committed to completing at each grade level in Language Arts and Math, the actual teaching methods and curriculum are controlled locally.

The adoption of the current North Dakota Standards not only provides a rigorous, standards based education for all students. In addition, they also provide a pathway for professional development opportunities.

The bill currently under discussion does nothing more than serve to begin an unnecessary overhaul of our educational system. There are teachers in North Dakota who have dealt with many changes over the last twenty years. Some necessary and some unnecessary. This bill would simply cause more disruption in the classroom. We need to let our school boards to continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach!

Sincerely;

Robert Brebach — Administrator

Jana Darling — Teacher

[illegible] — Teacher

Roger A. Jensen — Administrator

January 30, 2015

Aimee Copas
Executive Director
North Dakota Council of Ed. Leaders
121 East Rosser
Bismarck, ND 58501

Dear Dr. Copas:

It is with expressed interest that I send you this letter of support for standards-based education in North Dakota. House bill 1461 would severely strain a positive relationship that our educators have with our legislators by negating all of the positive gains we have made in our teaching through standards. This bill will force us to, "reinvent the wheel." This bill would do away with "Common Core standards" and the "Smarter Balanced" consortium and put together a state-run committee to redevelop standards that have already been established.

The idea of removing state-developed standards through this bill and then following up with revised standards through legislation that I quote, **"must be internationally benchmarked to ensure that North Dakota students are prepared to achieve and succeed in a knowledge-based globally competitive society and economy"** is not only redundant, it places a bad taste in the mouth of all of the educational leaders and highly qualified teachers who worked on the current standards to ensure that our students will be competitive in an ever changing global economy.

In short, we have already done the work to create standards. Please consider the current efforts of our teachers before requiring them to go back to square one.

Professionally

Chris Kittleson
Principal
Central Cass HS

Serving the Area Children Since 1893

Ray Public School

215 West St.—PO Box 564
RAY, NORTH DAKOTA 58849

PH: 701-568-3301
FX: 701-568-3302

Arley Larson
High School Principal

Angela Cancade
Elementary Principal

Benjamin L. Schafer, Superintendent
Jennifer Skor, Business Manager
Kelli Heier, Secretary

www.ray.k12.nd.us

School Board:
Vicki Liesener, President
Paul Weyrauch, V. P.
Tom Wheeler
Angie Kupper
Alan Bergstrom

January 15, 2015

To Whom It May Concern:

On the campus of our K-12 public school in Ray, North Dakota we believe in the importance of high standards and goals for our students. The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

We believe that an overhaul of the current standards, which is estimated to cost $7,000,000 is a wasteful and cavalier way to spend our hard-working North Dakotan's tax dollars. Additionally, we believe that this is a complete waste of time for those who would be involved in developing the standards. WE ALREADY HAVE STANDARDS! There is no need to reinvent the wheel. The fear-mongering and half-truths that are going around about Common Core are ridiculous at best. Facebook, Twitter, and other social media are filled with uninformed propaganda. As we have found out in the Bakken region, commonality between states will be good for kids. Overall, we believe this system will move our youth in the right direction.

Thank You,

The Administration and Staff at Ray Public School

Benjamin L. Schafer
Jeffrey L. Radi
Karen J. Brandon
Bernadette Fischer
Amanda Boren
Katy Cancade
Colleen Bergstrom
Deanna O'Connelly

Michelle M. Dolan
Mari Schell
Melissa Kloosen
Brenda Schafer
Erin Johnson
Nathan Schell
Arley Larson - Principal
Angie Cancade Principal

Kenmare Public Schools

Box 667
Kenmare, North Dakota 58746

www.kenmare.k12.nd.us

Board of Education:
Lars Christensen
Craig Ellsworth
Blaine Huff
Doug Miller
Roger Johnson
Jason Zeltinger
Lenny Rodin

Administration:
Duane Mueller, Supt.
Angela Madsen, H.S. Principal
Janis Gerding, Elem. Principal
Renae Murphy, Bus. Mgr.
High School: 701-385-4996
Grade School: 701-385-4688
Fax: 701-385-4390

January 16, 2015

The faculty and administration of Kenmare Public School District stand together in our support for standards based education, specifically the current ND State Standards, and method by which we are constantly working to improve them, and most importantly ***our local control and ability to locally determine our curriculum or "how we teach***." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota and all these pieces are critical to their success.

Our current path supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our teachers teach, administrators lead and school boards continue to oversee the educational process in our district.

Sincerely,
Duane Mueller

Angela Madsen
Kacey Keyser
Timothy Wallstrum
Tracey Houck
Anna Gesell
Michael Johnson
Melanie Herman
Kara Keyser
Brock Zeltz
Shannon Grondahl
Alex Hennix
Donna Schmit
Courtney Sein
Sarah Nelson
Wendy Larsen
Janis Gerding
Peggy Balutsch
Marla Jensen
DeVonne H
Terese Skjordal

Washburn Public School District 4
713 7th St.; Box 280
Washburn, ND 58577
Ph.: 701.462.3221
Fax: 701.462.3561
Home of the Cardinals

Superintendent
BRADLEY RINAS

High School Principal
GLEN WEINMANN

Elementary Principal
JERAD VOGLEWEDE

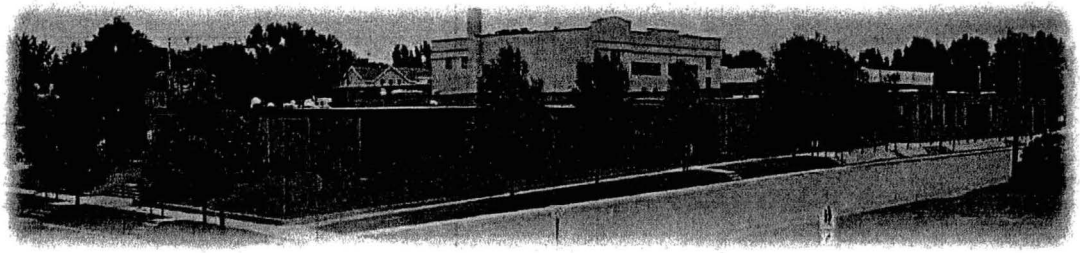
Business Manager
JANET HANSON

School Board President
RICK TWEETEN

School Board Vice President
BRENT PETERSEN

School Board Directors
KIT BAUMANN
SANDI ERBER
RANIE PRICE
STACEY SCHERESKY
COURTNEY SEILER

Mission:
"The mission of the Washburn School District is to provide a quality education addressing the academic, physical, social, and emotional well-being of each student."



Date: January 20, 2015

To: ND Coalition for Student Success

From: Brad Rinas, Superintendent

Re: HB 1461

I am writing to express my support of our educational standards, as well as my concern with HB 1461. My support extends to those North Dakota teachers who devoted their time and effort to the review and revision necessary in developing standards that address the academic needs of our students. As a school superintendent, it is gratifying to know we have a group of educators in our state who took ownership of this process and accomplished something so important.

My concern with HB 1461 is two-fold. First, it's become very apparent over the past year that the opposition to our educational standards has thrived on spreading misinformation. On occasion that was done intentionally. Second, as a fiscal conservative in a time when North Dakota has growing demands on its infrastructure and educational system, I'm frustrated legislators would consider backing away from these standards so that we can embark on another journey that will undoubtedly result in standards that are very similar to what we have, except it will be several years and millions of dollars from now when we finally have them.

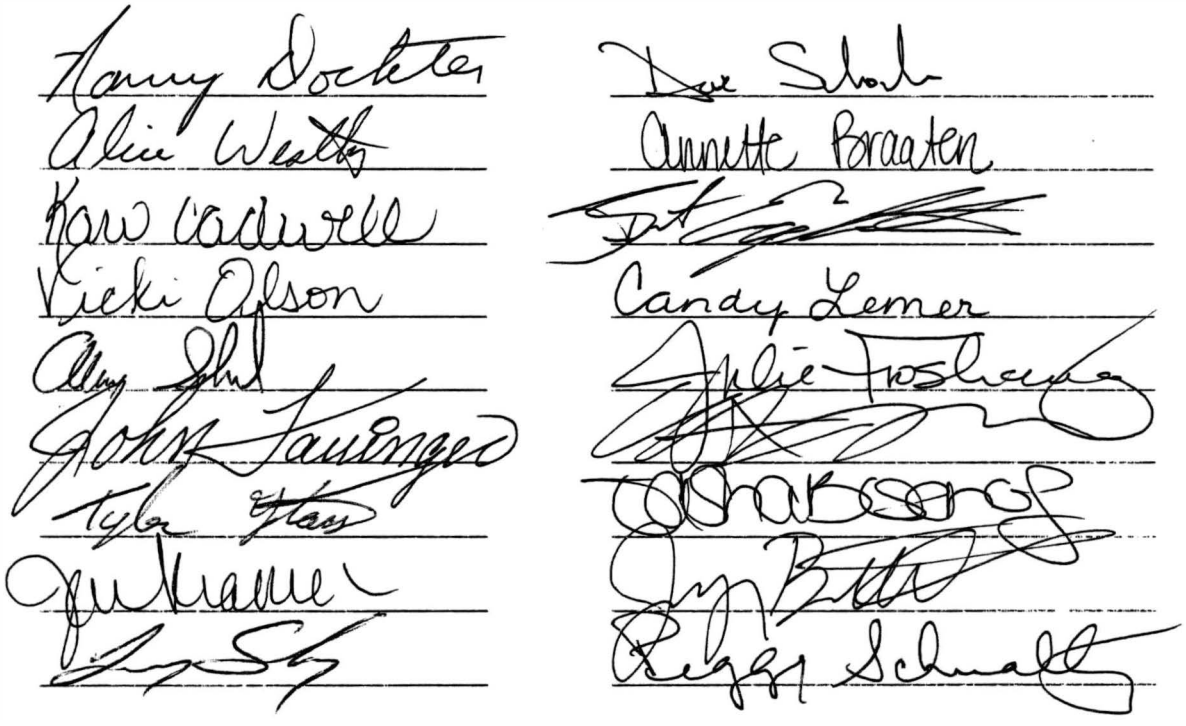
My hope is that legislators will respect the process that was completed by our teachers and supported by our Governor and State Superintendent of Public Instruction. Our citizens, and particularly our young citizens, are the state's greatest resource. The framework is in place to provide them with the best education possible. Let's not take a step backward.

Bradley A. Rinas

Velva Public School District No. 1
101 Fourth Street West • P.O. Box 179
Velva, North Dakota 58790
Phone 701.338.2022 • Fax 701.338.2023

The administration and faculty of the Velva Public School District stand together in our support for standards-based education, specifically the current ND State Standards. The standards determine what our students should know and be able to do at the end of each school year. How each individual school district meets those standards should be left to the professionals, local school boards, the administrators, and the teachers. These individuals working together will determine the curriculum for their districts. Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota all these pieces are critical to their success.

The ND State Standards, when combined with professional development and appropriately aligned assessments, will give schools the structure and support necessary to prepare students for college or a career. We support school boards overseeing the educational process, administrators leading, and most importantly, allowing teachers to teach.



Board of Education
Karl Keller, President
Bryan Dean • Tim Bourdeau
Jill Lohnes • Eric Mack
Teri Kvamme, Business Manager

Administration
Dave Schoch, Superintendent
Kelly Mogen, High School Principal
Nancy Dockter, Elementary Principal
Corrine Heilman, Secretary

Velva Public School District No. 1
101 Fourth Street West • P.O. Box 179
Velva, North Dakota 58790
Phone 701.338.2022 • Fax 701.338.2023

Board of Education
Karl Keller, President
Bryan Dean • Tim Bourdeau
Jill Lohnes • Eric Mack
Teri Kvamme, Business Manager

Administration
Dave Schoch, Superintendent
Kelly Mogen, High School Principal
Nancy Dockter, Elementary Principal
Corrine Heilman, Secretary

Alexander Public School
601 Delaney Street
PO Box 66
Alexander, ND 58831

Phone (701) 828-3334 Fax (701) 828-3134

01/23/2015

Dear Legislatures of the 64th Assembly of North Dakota Legislative Branch,

The administration and faculty of Alexander Public School stand together in our support for standards based education, specifically the current ND State Standards. We support the cycle and method by which we are constantly working to improve them. Most i portantly, we support our local control and ability to locally determine our curriculum or "how we teach." Choosing curriculum is a process that involves our teachers and administrators working together searching for scientifically based research that supports what best fits the students in our school. Our teachers are talented individuals who work tirelessly toward the success of North Dakota students. Standards, continual research, and local control of curriculum are all critical pieces to student success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead and we need to let our teachers teach.

Sincerely,

Leslie Bieber - Superintendent
Lisa Gowing - 4th teacher
Mark Aviello - Music Teacher
Lisa Nelson 6th grade
Michelle Simonsi - 3rd grade teacher
Jack Hassel - Counselor
Karen Shaide Elem Principal
Nicole R Jaeger - Preschool teacher
Erica Turnquist - 1st Grade Teacher
[illegible] - 5th grade
Nikki Holen - Kindergarten
Alexandria Brunel - 2nd Grade Teacher
Marti Quale - 3rd Grade Teacher
[illegible] - PE TEACHER
[illegible] - Social-Studies
Mamie L Kieson Mathematics Teacher
Catherine Ewhitt - Teacher
[illegible] - Business Teacher

Bowbells Public School

School Board
Dale Ganskop, Pres.
Brent Beeter, VP
Lynette Nelson
J.R. Aufforth
Jade Parkinson

Dist. #14
200 Madison Ave.
PO Box 279
Bowbells, ND 58721-0279

Celeste Thingvold, Superintendent
Secondary & Elementary Principal
Pauline Jacobson Bs.Mgr.
Supt. Phone 701-377-2396
School Phone 701-377-2397
School Fax 701-377-2399

The administration and faculty of Bowbells Public School stand together in our support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota. All these pieces are critical to their success.

The path we are currently on . . . a path that supports a rigorous, standards based education for all students, combined with excellent professional development opportunities for staff members has served as an effective mechanism for improving our schools. As a state, our test scores and graduation rates continue to increase. We will continue to fine-tune our process. This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

For the reasons stated above, the Bowbells Public School is in support of the standards based system that we now have in place. We do not see a need for a change.

Sincerely,

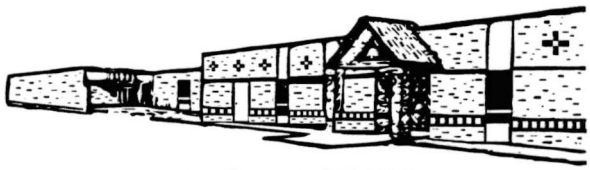
Bowbells Public School administration and faculty

Celeste Thingvold, Supt./Principal
Brandy Anderson - 3rd/4th grade teacher
Jeanne K Johnson - Bus/Tech teacher
Kelly Jorgison - 1/2 teacher
Kiara Cusky - Special Education teacher
Cyl Solo - Math - High School - 7-12
Debra Melby - 5th + 6th grade teacher
Rebecca Strong - Social Studies/PE
Jessie Zo Halverson Music Technology
Rachel Bartholmy Elementary/Librarian
Olivia Barrage Engineer
Cheryl Heburg - Counselor
Kathryn L Johnson - Science Teach

SHANNON WEBBER, President
TIMOTHY MYRON, Director
PAUL NISTLER, Director

TOM STOE, Director
JON WOLFGRAM, Director
LUANN KYSILKA, Business Manager

J MAUS, Superintendent
ON SCHWABE, Secondary Principal
DAVE WHEELER, Elementary Principal



www.thompson.k12.nd.us
Phone: (701) 599-2765
Fax: (701) 599-2819

424 3rd Street
Thompson, North Dakota 58278-4213

Thompson Public School District No. 61

As superintendent of Thompson Public School, I am in complete support of standards based education and the current ND state standards. I believe strongly in the process in which they are implemented and the current cycle in which we update them. I am also in strong support to buy and develop our own curriculum locally. Our main focus this year in our professional development for our teachers is focused on teaching strategies. Our teachers have bought into this focus with great effort putting in extra hours for professional development meetings and journaling their weekly experiences in the classroom. To take the standards from the teachers and principals now after much hard work would be a critical mistake. The time commitment our principals and teachers have dedicated to align our standards with learning goals is astonishing.

I can only speak for our school because I am here on a daily basis but the ND standards, local choice for curriculum and professional development for our teachers are important reasons for student success. We work tirelessly to give every student in this building a great education and opportunity to learn. I believe this is the same for many other schools in North Dakota.

This bill passing will do more harm for education in the state and unnecessarily change a good educational system. The legislature has done an excellent job of relieving property taxes for the citizens of North Dakota and helping schools with the latest funding formula. Please leave the day to day operations of the schools to DPI and the local school districts. Great schools come from great support from the school board, great leadership from administration, and great effort from teachers. Standards in no way keep us or any other school from being great; they help guide us in the educational experience of all our students.

Sincerely,

John Maus, Superintendent

SHANNON WEBBER, President
TIMOTHY MYRON, Director
PAUL NISTLER, Director

TOM STOE, Director
JON WOLFGRAM, Director
LUANN KYSILKA, Business Manager

JOHN MAUS, Superintendent
JASON SCHWABE, Secondary Principal
DAVE WHEELER, Elementary Principal

www.thompson.k12.nd.us
Phone: (701) 599-2765
Fax: (701) 599-2819

424 3rd Street
Thompson, North Dakota 58278-4213

Thompson Public School District No. 61

January 29, 2015

To whom it may concern;

I am writing this letter in support of CCSS and its use in the state of North Dakota. As a Principal for the last 8 years, 7 at the 7-12 grade level and now in my first year at the K-6 level, I have found the conversations between administration and staff to be positive and the standards themselves to be anything but intimidating to those of us who are working with them.

Education standards have been in existence for many years. The North Dakota standards that we taught to in the late 90's and early part of this decade served a wonderful purpose for us as teachers and administrators to understand and define what we were teaching, how effective we were with that teaching, and, if there were students who were struggling, what were they struggling with or? Our finding that some subgroups were not achieving as well as other subgroups was disappointing, as well as eye-opening. I'm proud of the growth we've seen as a state with regard not only to our subgroups but to our students as a whole. Today, as the emphasis for growth continues we now have an opportunity to not only collaborate among the schools within our state to find/share successful strategies (something we've done regularly for the last 8 years) but also with schools from across the United States who is also implementing these same standards. The strategies that are working in North Dakota should be shared with those states and vice versa. The community that is education has grown from what you do within the walls of your school/department to what we do within the schools across the state to now a mindset of what is working across the country.

I firmly believe that high standards have been the norm in our state for many years; we've always scored at high levels in comparison to other states across the country. I do not see these standards as a threat to our success. I see these standards as the next great challenge for our teachers and students in North Dakota. I believe we'll do very well in a very short period of time with the new standards. I see these standards as allowing our students to become a bit more "free thinking" as students. While the old standards and assessments had our students recite declarative knowledge and anything they could memorize, the new assessment, tied to the CCSS standards will encourage our students to share opinions with regard to their answers, cite evidence to help prove their answers, and look and think more critically at the work they are

SHANNON WEBBER, President
TIMOTHY MYRON, Director
PAUL NISTLER, Director

JOHN MAUS, Superintendent
JASON SCHWABE, Secondary Principal
DAVE WHEELER, Elementary Principal

TOM STOE, Director
JON WOLFGRAM, Director
LUANN KYSILKA, Business Manager

www.thompson.k12.nd.us
Phone: (701) 599-2765
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424 3rd Street
Thompson, North Dakota 58278-4213

Thompson Public School District No. 61

doing. For some of our teachers, this might be a bit of a shift back to other generations, when we weren't defined by test scores as a passing or failing school.

As a member of NDCEL and NDAESP, I encourage our legislative body to allow us to embrace these standards and this new assessment model with the same intensity we did with the old material. We are fortunate in this state to have great teachers! They'll take this new direction and put it to great use and they'll share what works and what doesn't work with each other, not only in North Dakota but in all states using the same standards. At the end of the day, great teachers make for successful students. The strategies that exist within the classroom are far more important than the standards we implementing. Standards are NOT curriculum! They guide our teaching but the strategies utilized within the classroom that are currently bringing the focus to what students learn rather than what we teach makes the true difference. North Dakota is ready for this change and ready to set the bar for other states to follow. Please allow us the opportunity to go to work.

Dave Wheeler
Principal
Thompson Elementary School

KINDRED PUBLIC SCHOOL DISTRICT

255 Dakota St.
Kindred, ND 58051
High School - (701) 428-3177 Elementary School (701) 428-3388

Steve Hall, Superintendent
Kent Packer, Secondary Principal
Nancy Kochmann, Elementary Principal
Melanie Moffet, Business Manager
Perry Piatz, Athletic Director

School Board Members
Mike Saewert, President
Sean Roesler, V. President
Mark Rieger, Director
Rick Klose, Director
Roy Plankers, Director
Jean Hertsgaard, Director
Michael McCollum, Director

January 29, 2015

Comments on HB 1461

The Kindred Public School District is in support for standards based education, specifically the current ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals and have worked for over two years on our curriculum and alignment of our curriculum with the revised ND State Standards. The time and effort that our staff has put into our curriculum has helped prepare ours students to become productive and successful in life.

The Mission of the Kindred Public School District is " to inspire and empower all learners as we prepare them to meet the challenges of a diverse global community". We do this effectively by providing rigorous standards based education and professional development opportunities for staff members.

This bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let school administrators lead; and, we need to let our teachers teach.

Sincerely,

Steve Hall

Steve Hall, Superintendent

Kindred Public School District #2

OLIVER-MERCER SPECIAL EDUCATION

Serving: Beulah, Hazen, Center/Stanton Schools

Mike Ness, Board President
Curt Pierce, Board Vice President
Cindy Berger, Board Member
Todd Kaylor, Board Member
Stacee McLaughlin, Board Member
Sonya Hansana, Board Member

1/29/15

Dear Aimee,

Thank you for your continued efforts in advocating for North Dakota's public schools and their ability to seek continued improvement in educational outcomes for our students.

I am writing this letter in support of your testimony against HB 1416. As the Director of Special Education for Oliver/Mercer Special Education Unit, I would be extremely disappointed if North Dakota were to abandon its current plan to implement educational standards that were developed by teachers from our state to improve and strengthen the curriculum they choose to deliver to our students.

It would be a disservice to all students, including those with disabilities who already may not be challenged enough in ways that cause them to have greater success after high school.

I have great trust in the people who determined a course for our schools when they developed the standards in place in North Dakota.

Sincerely,

Jesse J. Krieger, Ed.S, NCSP
Director of Special Education

Box 1005, Hazen, ND 58545
PHONE: (701) 748-6383 FAX: (701) 748-5448
Jesse J. Krieger, Director
Deb Suelzle, Business Manager

Milnor Public School District No. 2

530 5th Street - P.O. Box 369
Milnor, ND 58060-0369
Phone (701) 427-5237 - Fax (701) 427-5304

Diann Aberle, Superintendent & Assistant Elementary Principal
Chris Larson, High School Principal & Activities Director
Betsy Deal, Elementary Principal

January 29, 2015

Dear members of the 64th Legislative Assembly,

The Milnor Public School District Administration support standards based education, also known as the current ND State Standards. The ND State Standards, the cycle and method by which we are constantly working to improve them, and most importantly our local control and ability to locally determine our curriculum or "how we teach." Our teachers are talented individuals who are working tirelessly toward the success of our students of North Dakota.

The ND State Standards and related professional development for teachers provides for a rigorous, standards based education for all students and an ongoing mechanism for improving our schools. Please note that state test scores and graduation rates continue to increase. We believe this bill and others like it represent an unnecessary overhaul of a highly functional system. We need to let our school boards continue to oversee the educational process in our districts; we need to let our school administrators lead; and, we need to let our teachers teach.

Thank you,

Diann R. Aberle
Superintendent

Betsy Deal
Elementary Principal

Chris Larson
High School Principal

Julie A. Kaspari
K-12 Counselor

Minto Public School District No. 20

200 4th Street
Minto, ND 58261
Phone: 701-248-3479/701-248-3400 Fax: 701-248-3001

Dear Legislators,

Minto Public School faculty and administration strongly endorse a standards based education. Our staff has worked hard and long to provide our students with a very good education. We use the North Dakota State Standards as our guide. We are also challenging our students. The faculty and school board direct our standards and the curriculum we use. As always outside voices and forces have never had the best interest of North Dakotans. Our school board and faculty do and the Department of Public Instruction. The people of North Dakota have elected one of the finest Superintendents of public instruction in the nation. Our faculty and administration have complete faith in her leadership. North Dakota State Standards are just that, they are North Dakota Standards.

Signed

THE MINTO SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP IN IT'S EDUCATIONAL PROGRAMS/ACTIVITIES AND EMPLOYMENT POLICIES/PRACTICES.

Minto Public School District No. 20

200 4th Street
Minto, ND 58261
Phone: 701-248-3479/701-248-3400 Fax: 701-248-3001

Dear Legislators,

Minto Public School faculty and administration strongly endorse a standards based education. Our staff has worked hard and long to provide our students with a very good education. We use the North Dakota State Standards as our guide. We are also challenging our students. The faculty and school board direct our standards and the curriculum we use. As always outside voices and forces have never had the best interest of North Dakotans. Our school board and faculty do and the Department of Public Instruction. The people of North Dakota have elected one of the finest Superintendents of public instruction in the nation. Our faculty and administration have complete faith in her leadership. North Dakota State Standards are just that, they are North Dakota Standards.

Signed

Nicole J Robinson
Lindsay Kollis
Michelle Byzewski
Kathy Kram
Judy Dvorak
Rachel Bayer
Lisa Mack
Heather Lizakowski
Anna Kalliokoski

THE MINTO SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP IN IT'S EDUCATIONAL PROGRAMS/ACTIVITIES AND EMPLOYMENT POLICIES/PRACTICES.

House Standing Committee

Chairman:

Representative Mike Nathe

Committee Members

House Bill 1461

I am the Superintendent at Napoleon Public School and am writing to bring to your attention to some of the worries of House Bill 1461. My school has spent the last two years working on education standards and education curriculum for our students and teachers. We have spent countless hours working to make our school one that prepares all students to move forward in either college, military, or the working world.

It just isn't fair at this time to tell schools that all the work is now supposed to end and not be used. Schools have used a variety of methods to develop their curriculum for their students. It has truly been the work of individual schools and not to be completed by DPI or some other agency.

We are implementing the work that we've been working on the past 2 years. How long would it take to form a new group to start to develop new standards for schools? I'm assuming that each school would have to use the same curriculum that is developed. What happened to local control? Oh, I do read that a district can use their own standards until the legislature submits new standards. I hope I'm wrong in my understanding as I would hate to have my teachers provide more efforts to develop more sets of standards that could be eliminated.

This bill is not the answer to North Dakota schools. The answer is to continue the work that we have been doing the last several years. I encourage you to listen to the education experts who are recommending this bill, to receive a 'No" vote. Please agree.

John Jankowski, Superintendent

Napoleon Public School

701-754-2244

701-226-6001

Vikings772002@yahoo.com

HB 1461
#21
2/2/15

Written Testimony submitted in Opposition to HB 4161 by Teresa Tande - Professor - Lake Region State College

"Above all things I hope the education of the common people will be attended to, convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.

~Thomas Jefferson to James Madison, 1787. Madison Version FE 4:480

Mr. Chairman, Committee members, guests, my name is Teresa Tande, and I am one year shy of four decades of teaching. Thirty-two years have been teaching secondary English, and 20 of those teaching part time at the college level; my last seven years of teaching have been full time at the college. In those 40 years I have spent half of them working with North Dakota standards, even creating an original North Dakota writing test. Let it be known that I stand before you today confident in my support of common core, and thus my opposition to this bill.

When the US Constitution was passed in 1787, it did not mention education at all, but left all things not articulated, up to the states. Of course education wasn't included as there wasn't a unified system for education yet. Thomas Jefferson wanted one, but his vision didn't take hold until the mid 1800s, with Horace Mann's COMMON SCHOOL. It was a microcosm of society where all classes mixed –-the children of newest immigrant family with the most children of long-established families. With everyone having access to the same information, the COMMON SCHOOL was the great equalizer making sure immigrant children had access to the same information as those who were already citizens. And with that same knowledge, the immigrants would have the skills and knowledge to contribute to our democracy.

Just as that movement was a positive for our nation, so also I see Common Core.

Schools are seeing ...finally...literacy with both words and numbers is EVERYONE's business, NOT just the domain of the math and English teachers.

K-12 schools and colleges are working together to "vertically align" literacy expectations so there won't be a gap between leaving high school and starting college. So even though Common Core is for K-12, it does have implications for College expectations, too

Because of Common Core, standards are more concise than any I helped create in North Dakota. The standards are specific in their expectations and clearly sequenced to add appropriate complexity as students move up the grades.

Common Core, ensures that our ND students will be on par with other states.

Common Core is compatible with the movement in higher ed of the AAC&Us LEAP initiative to measure student learning by what students can do, and not just by what classes students took and how many minutes they spent in the classes.

But there is one more very important reason we need to support Common Core in North Dakota. First, Let me fast forward to Fall of 2014 when North Dakotans had 8 measures on the ballot to decipher.

I always try to do "real life" speaking experiences for my students so last fall the measures became the subject of a set of speeches. Now these were students who were "college ready." But they didn't really care about the measures...even though this was the first time most of these students would be voting and even though the results of the measures would directly affect them. I had a challenge on my hands:

Before I could even get the students to SPEAK about the measures, they had to be able to understand what the measure was proposing and THEN they had to be able to look at arguments for both sides and THEN they had to process that information and determine where they stood. That was a lot of work. Students clearly were not used to that kind of reading or research. In fact, they didn't even understand what a measure was. I had to remind them of the difference between an initiative and a referendum.

But I was more persistent than they were. Instead of having 40 students not having a clue or a care about the 8 measures, I had 40 students who watched the results and were very excited to find out that their class vote accurately mirrored the statewide results.

As much as I have a concern for the 1 in 3 students who walk our halls unprepared to read and write at the level expected (I know their need to take developmental classes will delay not only their progress towards a college degree, but also their persistence to obtain one), **I have a greater concern for all my students who have little understanding of and less interest in what I call the other CR of Common Core: Civic Readiness.**

This legislative body is concerned enough about the issue to propose a required Civics test for high school students. Common Core can help with that as evidenced in the following expectations:

11-12.RI.8
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses

11-12 RI.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

11-12.SL.2
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Note that this expectation is just in the English Language Arts part; with even more echoed in the history standards.

I encourage you to think of Common Core **as Civic Readiness** first, College and Career Readiness second, and defeat this bill and show your full support for Common Core State Standards.

Thank you.

ADDITIONAL TESTIMONY

I have many reasons why I think Common Core offers our students something nothing else has offered.

1. More than any other set of standards, Common Core provides the most clearly sequenced set of expectations.

2. Its language moves from generalities to specifics. Just one example deals with using language. In the previous North Dakota standards, which were created exactly as this bill proposes new standards be created, one standard reads

- Use precise language to describe people, places, and things

That is good, but what it leaves open is what, exactly, is "precise" language?
Whereas, in Common Core, a comparable standard reads like this, giving a much more detailed idea of expectations.

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

3. Common Core has addressed the **elephant in the room**. We can state all the specifics we want about how well ND students do in comparison to other states, but two facts remain:

a. how well we are doing **isn't as** well as we have done in the past

b. even with how well we are doing, we still have 1 of every 3 students coming to college not quite up to par for performing at the college level; based on that same data, even more leave high school not quite up to par.

4. The good news is getting this fact of students not being prepared out in the open has allowed a stronger working relationship between K-12 and college, in the form of **Vertical Alignment**.

5. Common Core is compatible with the CIVICS test the state legislature is proposing.

11-12.RI.8
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)

11-12.RI.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

11-12 SL.2.*Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used*

6. Common Core provides the consistency today's students need in a transient world. If a student moves from one school to another or from one state to another, they will not experience any gaps or overlaps in their education.

H 21A

HB1461
2/2/15

Written Testimony to the
House Education Committee
February 2, 2015

By Robert Lech, Superintendent, Jamestown School District
Cody Mickelson, President, Jamestown Education Association
Roger Haut, President, Jamestown Board of Education

RE: HB1461

Chairman Nathe and members of the House Education Committee, this written testimony is being provided on behalf of Robert Lech, Superintendent of the Jamestown School District, Cody Mickelson, President of the Jamestown Education Association, and Roger Haut, President of the Jamestown Board of Education. Our coalition is writing in opposition to HB1461.

The Jamestown School District has a great deal of concern regarding the short-term and long-term implications of HB1461.

The administration, faculty and Board of Education are united in support for a standards-based education, specifically the current standards. There has been significant effort in the adoption, planning, and implementation of these standards at both the state and local levels. It would be a setback to move away from them. As with previous standards, these standards will be in a constant state of review. This is an effective process that has served the educational system well and it should be continued.

HB1461 would strip the Superintendent of Public Instruction of duties that are critical for the support of education in North Dakota. It is counterintuitive to remove these duties, such as the development and assessment of standards, and then create another level of bureaucracy to manage them. The office of Superintendent of Public Instruction has effectively and efficiently governed this process and there is no benefit to making this substantive change.

It is important to note that an overwhelming majority of the present standards are aligned with the previous North Dakota State Standards as evidenced by the

McREL comparative study in June 2010. I have included a link to these crosswalks from the Department of Public Instruction websites for English Language Arts (http://bit.ly/1Lm2D72) and Mathematics (http://bit.ly/1wETT0O).

Additionally, we believe it is important for committee members to understand the national support that does exist for these standards. Organizations from the National Parent Teacher Association to National School Boards Associations to National Association of Secondary School Principals and many others are actively supportive of the Common Core standards. This is powerful and broad-based support that should be considered along with the myriad local individuals and state organizations supporting Common Core.

Our school boards must be allowed to continue to oversee the educational process; our school administrators must be allowed to continue to lead our districts; and we need to allow our teachers the freedom to teach through best instructional practice.

We are hopeful that you will oppose HB1461 and provide a Do Not Pass Recommendation.

21B HB1461 2/2/15

West Fargo Public Schools

Educating today's learners for tomorrow's world.

District Office – 207 West Main Ave. – West Fargo ND 58078

Patti Stedman ..... Board President
Jeff Shirley ..... Board Vice President
Jon Erickson ..... Board Director
Kara Gravley-Stack ..... Board Director
Dave Olson ..... Board Director
Allan Skramstad ..... Board Director
Shauna Vistad ..... Board Director

Dr. David Flowers ..... Superintendent
Dr. Allen Burgad ..... Assistant Superintendent, Secondary
Beth Slette ..... Assistant Superintendent, Elementary
Marian Bell ..... Special Education Director
Pete Diemert ..... Building & Grounds Director
Robin Hill ..... Human Resources Director
Mark Lemer ..... Business Manager
Ed Mitchell ..... Technology Director
Brad Redmond ..... Transportation Director
Jan Sliper ..... Food Service Director

January 29, 2015

Dear Legislators,

I am writing in opposition to HB 1461, and other bills under consideration regarding assessment and data. Passage of HB 14611 would negatively affect K-12 education in ND in profound ways. This is where I stand, and where I believe our board stands, relative to the ND Standards which are based on the Common Core, and on related issues relative to assessment of the standards.

- **STANDARDS**--ND Standards are in strong alignment with our district's strategic plan which has three major goals: strong foundation skills; college and/or career readiness; and acquisition of and demonstration of the 21st Century four C's (communication, collaboration, critical thinking and creativity). We have received strong support (and pressure) from our local business community to do a better job with the four C's, and with student achievement overall. The new ND Standards are a step in the right direction. As our current law requires, ND Standards are reviewed and revised every few years. This is akin to revising the strategic plan for a business or a school district. A first step is an "environmental scan"—which asks, "What's out there in the environment, in trends, in research, that should inform our direction?" It would have been a major misstep as a state not to have looked at the Common Core State Standards as a beginning point as the state did its most recent review of standards. The process involved North Dakota educators from the field, and we believe adoption of the new standards was appropriate.

- **RATIONALE FOR COMMON STANDARDS**--Greater consistency in what standards are addressed across the country is a positive step, instead of the patch quilt of different standards among states in the current model. Now when performance among states is compared, it is an apples and oranges affair. The greater transiency of our population also points to a need for common standards, so when students move they stand a better chance of not missing whole chunks of content because districts or states are all over the place on what to teach and when. We would not tolerate great variance in specifications for building an interstate highway system, but we haven't been able to agree to date on what students should know and be able to do from one state to another.

- **LOCAL CONTROL**--We do not want to see federal over-reach, nor an erosion of local control. We believe that local control will be in force as we determine how to teach, and with what materials to teach toward the standards. The standards are NOT the curriculum. The curriculum is what materials and resources and strategies we select locally to address the standards.

- **ASSESSMENTS**--There is truth in the adage, "The good news is, what gets measured gets done; and the bad news is, what gets measured gets done." We need to make sure we measure what we truly value. In order to measure achievement of the ND standards, ND joined the Smarter Balance consortium. Assessment development is extremely expensive and labor-intensive. There may be concerns about the form the assessments will take, but we are cautiously optimistic that although the new assessments may be more difficult, they will take us on the right path to increased rigor and achievement of the skills our students need and deserve.

- **DATA COLLECTION**--We believe that the data collected with the assessment should be limited to that which is necessary to do group analysis for program evaluation. We hope it is neither the intention nor the practice to share identifiable, individual student data "up the line" to the state or federal government. We DO need data at the local and state level on student groups in order to answer the quality question (how well are we doing overall, in terms of average performance?). But we also need data at the local and state level about students so we can answer the equity question (how well are we doing for whom?) Thus we need to be able to disaggregate the data to determine how subgroups are doing—race/ethnicity, English Language Learners, Socio-economic status (free/reduced lunch status is used), gender. These are the same variables on which analysis is done currently with the North Dakota Assessments.

There is probably a lot of mis-information possibly from both opponents and proponents of the ND Standards, based in the common core. We would be happy to answer any specific questions about how we view the ND Standards, or address any of the information being discussed. Our response will be based on what we believe is best for kids. In the end, it is up to the legislature to exercise common sense, and uphold to the positive direction that has already been charted. Please oppose HB 1461.

Respectfully,

David Flowers

David Flowers, Ph.D.

Superintendent

21C HB1461
2/2/15

HB1461: Testimony

Mr. Chairman and members of the committee, for the record my name is Julee Ann Hauff Russell. I am a Professor of English and serve as Dean of Faculty at Valley City State University.

I have been teaching English for 33 years, all but four of those years in North Dakota. For the past ten years I have reviewed English education teacher preparation programs nationally and within the state. I have assisted in the development and adoption of North Dakota content area standards as well as teacher preparation standards.

My direct experience with the CCSS began in 2013 when I was invited to a conversation about vertical alignment, an effort to align the curricula of high school and higher education to enhance success for students at both levels.

During the summers of 2013 and 2014 Valley City State University hosted vertical alignment meetings. Representatives of most North Dakota institutions of higher education and English teachers from the state's regional education associations participated. We looked closely at the CCSS, in particular, the grade 11 standards.

The group worked together to delineate expectations for high school graduates and first-year college students (in English). We also held a scoring session where we looked at sample student essays from various grade levels and first-year composition students. This activity helped us to determine and agree on descriptors for four levels of achievement, scores of 1-4. These levels parallel the levels identified in the Smarter Balanced examinations.

The CCSS alignment activities helped to bring high school and higher education faculty members together to really examine what students are learning in English courses. We found much common ground and learned from each other. The CCSS helped to facilitate the work and provided us with the opportunity to work together for the benefit of students. In essence, the CCSS have helped us to bring high school and post secondary content together for a seamless curriculum.

The adoption of CCSS has helped make certain that education in North Dakota is on a level playing field with many of the states in the U.S. While the specific materials and curricula are still under local control. Please understand that by "local control" I mean that curriculum is coordinated through the decisions of local school boards, local administrators, and local teachers; the results are measurable.

I have seen and taken the grade 11 Smarter Balanced exam. I represented North Dakota higher education at the Smarter Balanced test level-setting meetings in Dallas, TX in October, 2014. The rigorous meetings and activities allowed me to really appreciate the thoroughness and depth of the exam. I met and worked with English teachers (higher education and high school) from all of the Smarter Balanced Consortium states.

North Dakota teachers from K-12 also participated in these level-setting meetings. North Dakota has a seat at the table on a national level.

I believe that North Dakota's adoption of CCSS included voices from all areas of the state, all looking toward providing an even stronger and more dynamic education for North Dakota citizens. I believe in education. I believe in education in North Dakota. I appreciate the work of Superintendent Baesler. Superintendent Baesler demonstrates the committed and quality-focused leadership for education that North Dakota citizens expect and deserve. Her efforts continue to have a positive impact on our students and our education system.

Respectfully,

Julee A. Russell, Ph.D.

21 D HB1461 2/2/15

It is an honor and a privilege to be speaking to you today on behalf of the members of the North Dakota State Standards Writing Team. My name is Michelle Bertsch, and I am a 22-year veteran teacher of mathematics at the secondary level, having spent the last 18 years with the Fargo Public School District. I have been an advocate for standards-based learning since the release of the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* in 2000, a document developed in an effort to improve students' mathematical experience from pre-kindergarten through grade 12. It was NCTM's document that inspired me to focus my master's thesis on standards-based activities for the secondary classroom.

I would like to take this opportunity to share with you the process in the adoption of the current North Dakota State Standards. Unlike many other states throughout the country upon release of the Common Core State Standards document, the North Dakota Department of Public Instruction (DPI) provided an opportunity for teachers (to include Pre-K through Post-Secondary) to come together to determine the document's adoption in the state of North Dakota. Provided with a comparative study of the CCSS and that of the 2005 ND State Standards document (of which I was a writer), we began dissecting the CCSS document. Every standard was thoroughly investigated and critiqued by each writing team member, and we were challenged to determine what we deemed important for each student to know and be able to do to be college and career ready.

The time allowed us by DPI stimulated ideas and ongoing conversations not only between writing team members, but also within the educational community about how best to help students gain a deep understanding of important mathematics. It was evident within the CCSS document that a coherent and comprehensive set of learning goals had been established, and that a strong conceptual understanding of the content would be required for students to be proficient.

It was at this point in the adoption process that we as writers were empowered to take ownership of the CCSS. We were encouraged by the fact that the content we were currently teaching at the secondary level was not significantly different from that of the CCSS. The mathematical practices by which students learned the content, however, posed the largest challenge. Providing a document that would address the CCSS in their true form while also serving as a resource for teachers, educational leaders, and policymakers to examine, guide, and improve

their own curriculum frameworks and instructional programs and practices was of utmost importance.

The North Dakota State Standards document supports teachers in interpreting and understanding each common core state standard, provides an overview of each conceptual category, the course in which each standard is addressed, the standard along with annotations, "students can" statements, key vocabulary, and resources that provide opportunities for students to develop a deeper understanding of the concepts they are learning. The document stresses the importance of the mathematical practices as fundamental to students' conceptual understanding and articulates the importance of a rigorous and challenging mathematics curriculum for student success.

We as writers acknowledge that systemic improvement in mathematics learning will take a number of years, therefore long-term commitment to the North Dakota State Standards is necessary. Providing opportunities for ongoing professional development for teachers as well as funding for educational programs is paramount to the success of implementation throughout the state of North Dakota. NCTM provides a strong statement supporting the implementation efforts:

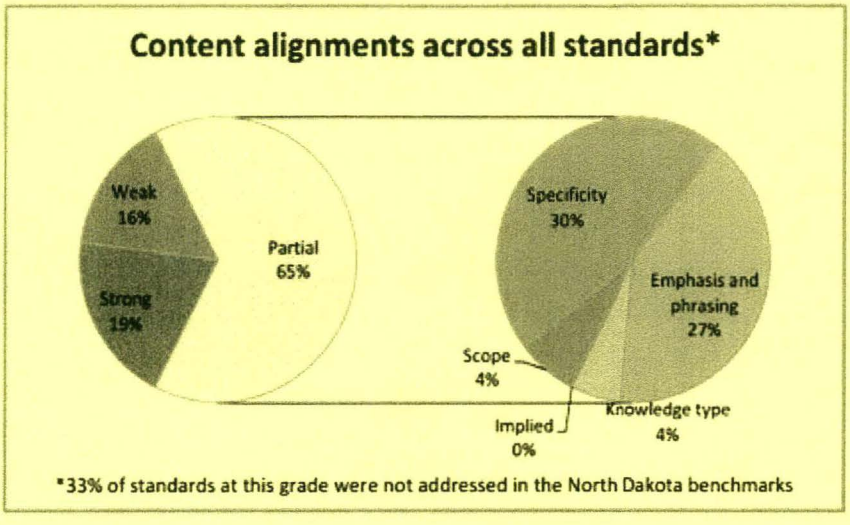
> *For the Common Core State Standards to have long-term, positive effects on mathematics education, they must be dynamic. They must be updated periodically to reflect both emerging research on students' learning and practitioners' experiences with the current standards. NCTM is committed to working with other stakeholders to develop and implement a transparent, research-based process and realistic timetable for CCSSM's improvement over short, medium, and long terms to best support high levels of mathematics learning by all students.*

In closing, I would like to share a conversation that recently took place within my classroom. A transfer student new this semester asked his seat partner "Is class always like this, where every problems is different and we have to think about what we are doing? I'd rather be shown how to do a problem and then do 30 just like it. This is too hard." My students' response "If you don't understand your math, you're never going to get through this. You have to practice using the tools in your toolbox, just like Bertsch says. If you can apply those tools, learning the math is a piece of cake. Give it time, you'll get there."

Questions? Feel free to email bertscm@fargo.k12.nd.us

McREL conducted a comparison study between the 2005 North Dakota State Standards and the CCSS. A number of results are shown below.
See http://www.dpi.state.nd.us/standard/comparison.shtm for more information.

A summary of how well North Dakota addressed content found in the CCSS is shown in the graph below. As stated in my testimony, the content at the secondary level is not significantly different, however, the mathematical practices by which students learn the content is paramount to student proficiency.



The 2004 North Dakota State Standards place an emphasis on skill, whereas the current North Dakota state Standards document places an emphasis on content. In the following three screen shots examples from the McREL comparison study (below and on the next page), there are significant differences in phrasing and emphasis.

Common Core Content Standards		Content Alignment	More Rigor*	Comments	North Dakota Standards	
High School — Functions						
Interpreting Functions						
Understand the concept of a function and use function notation						
HS.F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of f corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f(x)*.	Partial (knowledge type)		The ND content emphasizes the skill, while the CC content emphasizes the concept.	9-10.5.5.	Identify the independent variable, dependent variable, domain, and range of a function
HS.F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Partial (emphasis and phrasing)		Content is similar, with some difference in phrasing and emphasis.	9-10.5.5.	Identify the independent variable, dependent variable, domain, and range of a function
HS.F-IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*	Weak		Content is similar, with significant differences in phrasing and emphasis.	9-10.5.1.	Given the explicit and/or the recursive definition of a sequence, generate a specific term (explicit formula only) or a specified number of terms

Common Core Content Standards		Content Alignment	More Rigor*	Comments	North Dakota Standards	
HS.F-TF.3	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.	Partial (emphasis and phrasing)		Content is similar, with some difference in phrasing and emphasis.	11–12.2.1.	Use trigonometric relationships to determine side lengths and angle measures in triangles, i.e., right triangle trigonometry, Law of Sines, and Law of Cosines
HS.F-TF.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Not addressed				
Model periodic phenomena with trigonometric functions						
HS.F-TF.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	Not addressed				
HS.F-TF.6	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Not addressed				
HS.F-TF.7	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	Not addressed				
Prove and apply trigonometric identities						
HS.F-TF.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.	Weak	CC	CC includes proving the Pythagorean identity. Content is similar, with significant differences in phrasing and	11–12.2.1.	Use trigonometric relationships to determine side lengths and angle measures in triangles, i.e., right

Common Core Standards		Content Alignment	More Rigor*	Comments	North Dakota Content Standards	
		Partial (emphasis and phrasing)		Content is similar, with some difference in phrasing and emphasis.	9-10.3.2.	Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
Interpret linear models						
HS.S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	9-10.2.5.	Use Cartesian coordinates to determine distance, midpoint, and slope
HS.S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Strong			9-10.3.10.	Identify the trend of a set of data and estimate the strength of the correlation between two variables, e.g., strong vs. weak, positive vs. negative
HS.S-ID.9	Distinguish between correlation and causation.	Not addressed				
Making Inferences and Justifying Conclusions						
Understand and evaluate random processes underlying statistical experiments						
HS.S-IC.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Partial (knowledge type)	ND	The ND content emphasizes the skill, while the CC content emphasizes the concept. CC content is in high school. ND content is in grade 8.	8.3.7.	Make inferences based on analysis of data and interpretation of graphs
		Weak	CC	Content is similar, with some difference in phrasing and emphasis. CC implies that students can identify a variable, sample, and population. CC is more difficult.	9-10.3.3.	Identify the variable, sample, and population in a well-designed study, e.g., in an exit poll for a tax increase, the variable is the outcome of the vote, the sample is the set of people surveyed, the

POSSIBLE ASSESSMENT COMPARISON EXAMPLES BETWEEN THE CURRENT ND STATE STANDARDS DOCUMENT AND THE 2005 ND STATE STANDARDS DOCUMENT

Current ND State Standards Document	2005 ND State Standards Document
STANDARD: HS.A-REI.4 Solve quadratic equations by inspection (e.g. for $x^2=49$) taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a\pm bi$ for real numbers a and b.	**STANDARD:** 9-10.5.9 Solve linear equations and inequalities, systems of two linear equations or inequalities, and quadratic equations having rational solutions, e.g., factoring, quadratic formula
ASSESSMENT QUESTION: In the equation $x^2 + mn + x = 0$, m and n are integers. The only possible value for x is -3. What is the value of m?	**ASSESSMENT QUESTION:** Find the discriminant of $f(x) = 3x^2 - 4x + 2$ to determine the number of x-intercepts of the function.
COMPARISON: Students are not told how to solve the problem. Rather, they are required to use their knowledge of quadratics to determine a method of solution. Content is similar to the 2005 document, with differences in emphasis, phrasing, and rigor.	**COMPARISON:** Students are told to use the discriminant to find the number of x-intercepts. They are not required to think about how to solve the problem.

Current ND State Standards Document	2005 ND State Standards Document
STANDARD: HS.A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	**STANDARD:** 9-10.5.10 Solve a literal equation for a specified variable.
ASSESSMENT QUESTION: Given E represents energy, m represents mass, c represents speed of light and D represents density. If $E = mc^2$ and $D = \frac{m}{V}$, determine energy. (Correct MC response has E in terms of Density and Volume.)	**ASSESSMENT QUESTION:** Given $I = prt$, solve the equation for r.
COMPARISON: Students are given two equations and are required to solve for a specific variable. Content is similar to the 2005 document, with differences in emphasis, phrasing, and rigor.	**COMPARISON:** Students are given one equation and told to solve for a specific variable.

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To: North Dakota House Education Committee Members
Fr: Dr. Jeffrey M. Schatz, Superintendent of Schools
Robin Nelson, President of the Fargo Public Schools Board of Education
Re: Support Letter for Common Core Standards

On June 20, 2011, former State Superintendent of Public Instruction Dr. Wayne G. Sanstead officially signed to adopt the Common Core Standards (CCSS) for statewide implementation starting in July 2013. The CCSS are standards for English Language Arts and Mathematics. Since that time districts across the state have been busy reviewing and updating standards and locally selecting curriculum that will assist our students in reaching these standards. The new standards are much more rigorous than those in the past and have positioned our teachers and students to reach higher to be better prepared with the skills they need to engage in their post-secondary options. Preparing students to be ready for work force or college is the impetus and mission behind what we do as educators in a K-12 system.

Unfortunately, this change in standards has been met with resistance and politicized by those who for some reason do not want to believe that trained educators know what they are doing. Public education has been a standards based system for years and a look back in history helps piece together how we have arrived where we are currently in providing the best possible education for our students. The following paragraphs provide you with a history of standards based education. I am hoping this will bring clarity to you as you sort through the concerns that a few have brought to your attention. The current Common Core Standards are the best thing we could have in place to guide us in our work as educators.

So here we are in 2013 and implementation of the CCSS is in full swing across the state and in our local schools here in Fargo. Much has been talked about regarding the academic rigor, new assessments, and the curriculum that is taught to meet these new standards. The movement towards a standards based curriculum has roots that go back to 1983. Since that time schools have been in an ever changing environment where one initiative after another professes to be the answer to overall student proficiency and college or career readiness.

In 1983, the National Commission on Excellence in Education published a report called a "Nation at Risk." The report prompted debate over the state of education and the improvements needed to overcome the challenges facing education. The policy debates included discussions about raising expectations for student and teacher performance, and the need to develop a system that systematically sets the standard for that performance. Changes suggested at the time included new graduation requirements and enhanced educational materials. These changes failed to improve overall student achievement scores. This failure was attributed to a lack of consistency in curricular expectations, which transformed into a national conversation about "standards."

The first group of teacher organizations that organized a standards approach to their curriculum was the National Council of Teachers of Mathematics (NCTM). In 1989, they published the first national standards based education called the NCTM Curriculum and Evaluation Standards for School Mathematics. The US Department of Education endorsed this group's work and subsequently offered funds to other curriculum organizations to develop what would be perceived as national standards for all subject areas.

During this time, President H.W. Bush held a conference with the governors from each state with the purpose of developing a way to improve overall student test scores and consistency of expectations for teacher and student performance across the nation. The outcome of this effort was something called America 2000, which never became law but was the impetus behind what would be called "Goals 2000." Goals 2000 became the new standard for which all schools would meet certain standards of achievement. During the Clinton presidency, schools were asked to develop rigorous curriculum standards on a voluntary basis. However, this educational initiative failed to gather any momentum. This failure set the table for the next standards initiative with reauthorization of the Elementary and Secondary Education Act (ESEA) and something called "No Child Left Behind."

The failure of Goals 2000 became the political bailiwick of the presidential campaign in 2001 and the new administration of George W. Bush quickly spurred a bi-partisan effort to develop a new educational initiative called "No Child Left Behind (NCLB)." The new laws adopted in 2002 required each state to develop rigorous standards and to engage with a neutral testing company to develop "high stakes testing" where schools would be held accountable for student achievement. Germane to this system was a set of assessment criteria where each school would be measured and ultimately determined to meet the standards called ADEQUATE YEARLY PROGRESS or meeting "AYP." Strict sanctions were put in place and schools not making AYP were placed in various different levels of school improvement.

> On a side note, the words "leaving no one behind" can be attributed to language found in "Raising Standards for American Education: A Report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People." This was a report commissioned in 1992 and is believed to be the origin of the 2002 "No Child Left Behind" language.

During the past 12 years, schools have been wrestling with the mandates associated with the NCLB legislation. The disenchantment with the law and failure of the Federal Government over the past six years to re-authorize the Elementary and Secondary Education Act (ESEA) has caused political leaders at different levels to move away from the law and propose new solutions to the ongoing standards based education approach.

The first solution came from President Obama and Education Secretary Arnie Duncan. They developed a waiver system and provided the opportunity for states to opt out of the NCLB regulations in return for a new plan, which would include high stakes performance evaluations for teachers and principals. As much as 50% of student assessment scores would become part of the performance evaluation. The North Dakota Department of Public Education (NDDPI) submitted a waiver plan to the US Department of Education; however, disagreements over the

percentage of student assessments included in the performance evaluations caused newly elected NDDPI State Superintendent Kirsten Baesler to pull out of the waiver plan and focus on implementation of the CCSS. To be clear, the state of North Dakota did not take any money from any Federal programs initiated by the Department of Education and Arnie Duncan.

So where did the CCSS come from?

In 2007, the nation's governors convened to come up with a new approach and engaged education experts and leaders, business leaders, and private educational cooperatives to engage in a process to develop national standards or the "Common Core State Standards." By 2009, the standards had been developed and individual states began reviewing the standards. State by state began adopting these new standards with the goal of implementation by the year 2012. In North Dakota, a statewide committee of over 60 education content and instructional experts including teachers from FPS studied and reviewed CCSS from June 2010 to April 2011, then voted unanimously on April 6, 2011 to adopt the CCSS.

There have been claims that this is a Federal government initiative; however, the US Department of Education did not spearhead this effort. Knowing that the nation's governors were developing these standards, the US Department of Education endorsed the work and did provide some financial backing through "Race to the Top" grants. Specifically, states who were applying for Race to the Top grants were required to engage in a process of developing common core standards with other states. This was 40 of the overall 500 points required in the application. As stated earlier **North Dakota did not sign on to any waiver program or "Race to the Top" grants**. Subsequently, and indirectly, the US Department of Education did grant Race to the Top funds to the two assessment consortia who have led the process to develop common assessments for the CCSS. Smarter Balance Assessment Consortium (SBAC) received a four-year, $176 million grant and Partnership for the Assessment of Readiness for College and Careers (PARCC) received a $170 million grant to develop common assessments. North Dakota has adopted the SBAC assessments as mandated by NDCC to assess annually, students in grades 3-8 and 11 using an independent assessment as required by the "No Child Left Behind" law.

So, what is the bottom-line for the Fargo Public Schools? We are moving forward with the implementation of the CCSS as adopted by NDDPI. In preparing for the first round of state testing, Dr. Grosz, Associate Superintendent for Teaching and Learning, and his team are working with our schools to ensure that the curriculum we are teaching meets the more rigorous standards outlined in the CCSS.

The Smarter Balanced Assessment Consortium has developed a fair and reliable system of next-generation assessments for English language arts/literacy and mathematics for grades 3 – 8 and 11 aligned to Common Core Standards. These assessments will be administered online, allowing for timely results that will provide information to teachers to help differentiate instruction. The assessment system will include:

- A computer adaptive summative assessment administered during the last 12 weeks of the 2014-15 school year. This assessment can be used to describe student achievement and

growth of student learning as part of program evaluation and school, district, and state accountability systems.
    - **This will replace the current NCLB state assessment developed by CTB McGraw Hill.**
- Optional computer adaptive interim or formative assessments administered at locally determined intervals. These assessments provide information about student progress throughout the year.
    - **This could possibly replace the Measures of Academic Progress (MAP) Assessment that we give to students in grades 2 – 10.**
- Formative tools and resources that help teachers differentiate instruction and meet the unique needs of each student.
    - **This will be a data base of strategies, lessons, unit plans, videos, and other resources that teachers can use to assist them in teaching and assessing the common core standards.**

In addition and as of now, we plan to continue using the AIMSweb assessment in grades K – 5. AIMSweb is a scientifically based, formative assessment system that universally screens students. The AIMSweb measures were specifically designed to assess the Big Ideas of Literacy including **Phonological Awareness**, **Alphabetic Principle**, **Fluency with Connected Text**, **Vocabulary**, and **Comprehension**. The measures are linked to one another and have been found to be predictive of later reading proficiency.

The North Dakota State Standards (NDSS) provide clarity and direction for what students should know and be able to do at each grade level, Kindergarten through grade 12. Teachers have dedicated time and energy beginning in 2011 to become familiar with and implement the new set of standards.

With the increased mobility rate of our students, the consistent and viable curriculum provided by the NDSS results in fewer learning gaps for students who move from school to school. This consistency in expected learning outcomes also allows for teachers to plan together both in person and virtually to capture and share the best methods to deliver content to our students.

The challenge in all of this is to recalibrate where we are going as we implement new standards and increase the rigor of our curriculum. This process presents several challenges, and as history has indicated, only time will tell if this transition to new standards will be the perfect solution to overall student proficiency and college or career readiness.

I DO KNOW one thing is for sure: our teachers will be up to the task and will do their best to ensure that each child who enters a classroom in the Fargo Public Schools is provided with a curriculum and education that will prepare them for life beyond their senior year. At this point in time, we believe the guidance provided by the ND State Standards (Common Core Standards) will assist us in making that happen. I would ask that you support our efforts as educators and allow us to do our jobs by not politicizing something that has no business being politicized by conservative outside interest groups. Thank you for the time you take away from your real life and families to work as legislators in the State of North Dakota.

Reference: For a review of standards-based education in the United States, please read the following paper that was used as background material for this Cabinet Column.

Standards-Based Reform in the United States:
History, Research, and Future Directions
Laura S. Hamilton, Brian M. Stecher, and Kun Yuan
RAND Corporation
Paper commissioned by the Center on Education Policy, Washington, D.C.
For its project on Rethinking the Federal Role in Education
December 2008

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House Bill 1461

House Education
February 2, 2015

Chairman Nathe and members of the House Education Committee, I am Annette Bendish, Legal Counsel for the North Dakota School Boards Association. I am here today to oppose House Bill 1461.

The NDSBA delegate assembly unanimously passed a resolution supporting common core in October 2014. I have included the text of the resolution in my testimony. You will see that the NDSBA delegate assembly firmly believes that the common core state standards benefit the students of North Dakota and prepare them for life beyond our K-12 schools.

This concludes my testimony, I would be happy to answer any questions you may have

NDSBA Standing Resolution
Passed October 2014

NORTH DAKOTA STATE STANDARDS

Whereas, state standards are designed to build on the most advanced current thinking about preparing students for success in college, career, and life; and
Whereas, state standards delineate what students should know and be able to do by the time they finish school at each grade level but do not dictate how teachers should teach; and
Whereas, state standards are benchmarks for what students should learn and not curriculum (what is taught); and
Whereas, state law specifically gives local school districts the responsibility of developing and implementing curriculum (materials, resources, textbooks, unit plans, and lesson plans); and
Whereas, the means of assessing students and the data that result from those assessments are up to the discretion of each state and local school district; and
Whereas, the state standards initiative was established and constituted a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers; and
Whereas, the state standards initiative is a state-led effort wherein over 60 educators from all areas in North Dakota carefully examined standards in math and English language arts, compared them to existing state standards, found them to be more rigorous and would therefore better prepare our students; and
Whereas, the state standards initiative is not part of No Child Left Behind or any other federal initiative;
Therefore, be it resolved that NDSBA shall support implementation of North Dakota State Standards.

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Chairman Nathe and members of the committee, my name is Brenda Leon. I am a kindergarten teacher in New Town, North Dakota. New Town is located on the Fort Berthold Indian Reservation.

I have taught kindergarten in New Town for the past six years. This is my fourth year teaching the Common Core Standards of North Dakota. When I first read the Common Core Standards of North Dakota, I was skeptical. I was unsure of how I was going to teach my students these higher standards. I have students every year come into kindergarten at multiple levels, from students not knowing the difference between a letter and number to students already reading.

The books my students were reading in May four years-ago, are books my students are now reading in January because of the new Standards. My kindergarten students are also writing better, writing fiction and nonfiction. Expectations for students are higher and when teachers have high expectations, students strive to reach them.

The new Standards also have more speaking and listening expectations and incorporate more critical thinking skills, which are 21st century skills students need.

The old North Dakota Math Standards had multiple domains, but they only hit the surface. Now with the new Common Core North Dakota standards there are fewer domains in kindergarten, but we go deeper into each one. This allows the students to get the foundation of number concepts and the foundation of adding and subtraction, which everything else in math builds on. Once the foundation is built in kindergarten, then each grade thereafter can build on it and slowly add other domains. My students can now solve addition and subtraction story problems multiple ways because they have the concept of adding and subtracting. The old standards had kindergarten students counting to 30 and now the standard is to 100 and the students can do it.

Getting rid of the current North Dakota Standards means lowering the standards for our students and taking a step backward, this in turn is letting our students down. We need to be moving our students forward, not backwards.

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Rachael Agre
Fargo School District

Sherry Anderson
Hillsboro Elementary School

Claire Andrus
Mott-Regent High School

Amy Benz
Beulah Middle School

Tami Bradley
South Prairie School

Glorianne Bradshaw
Edinburg-Valley School District

Greg Camp

Kim Cull
Edinburg-Valley School District

Debbie Dawley
Rock Lake/Munich School District

Terri Deichert
Trinity Elementary East
Dickinson

Jodi Driscoll
Hazen High School

Shari Gehrke
Osgood Kindergarten Center
West Fargo

Susan Gigstad
Fargo South High School

Renae Hagen
Dakota Memorial School

Amber Hanson
Lincoln Elementary School

Ryan Townsend

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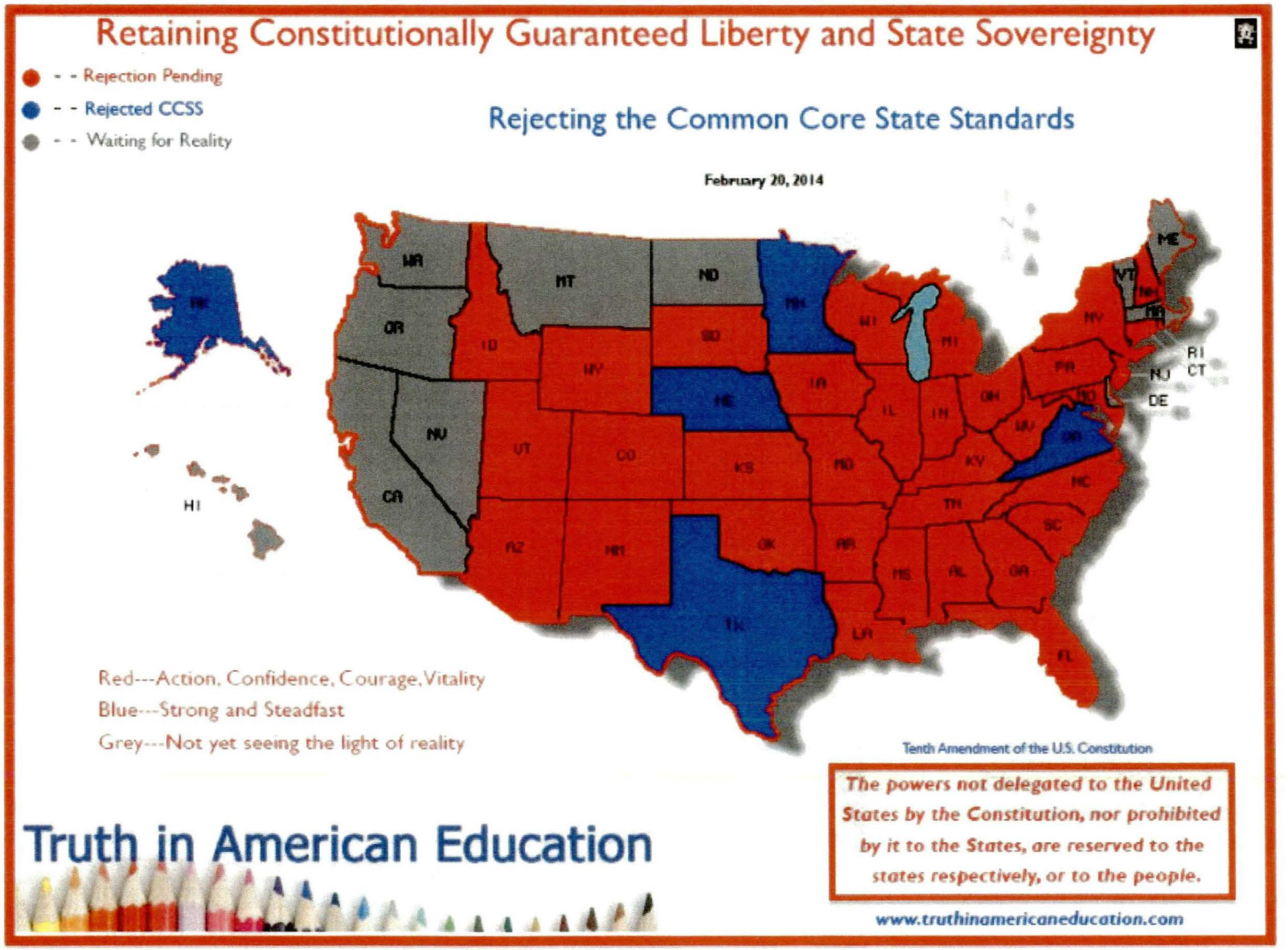


Map shared on Stop Common Core in ND. Created by Truth in American Education.com

Kindergarten

Domain: Counting and Cardinality — K.CC

Cluster: Know number names and the count sequence.

Code	Standards	Annotation
K.CC.1	Count to 100 by ones and by tens.	Pennies and dimes may be used to model ones and tens (ND)
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Number range for this skill should be up to 100. (CCSS) Example: Student is given a number within the range of 0 to 100. For example, use 56. Student must count forward in sequence from that number. "56, 57, 58, 59" on so on. (ND)
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	

Cluster: Count to tell the number of objects.

Code	Standards	Annotation
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	Number range for this skill should be up to 20. (CCSS)
	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	
	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	
	c. Understand that each successive number name refers to a quantity that is one larger.	
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	This standard includes the following skills: a. Use up to 20 objects arranged in a line, rectangular array and a circle. b. Use up to 10 objects in a scattered configuration. c. When given a number from 1-20, count out that many objects. (ND)

Alaska Mathematics Standards Grades K-2

Grade K	Grade 1	Grade 2
Counting and Cardinality K.CC **Know number names and the count sequence.** K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence. K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 - 20 (with 0 representing a count of no objects). **Count to tell the number of objects.** K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	Counting and Cardinality, 1.CC **Know ordinal names and counting flexibility.** 1.CC.1. Skip count by 2s and 5s. 1.CC.2. Use ordinal numbers correctly when identifying object position (e.g., first, second, third, etc.). 1.CC.3. Order numbers from 1-100. Demonstrate ability in counting forward and backward. **Count to tell the number of objects.** 1.CC.4. Count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity.	

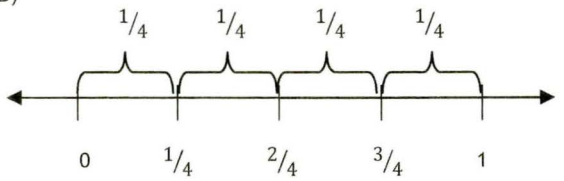
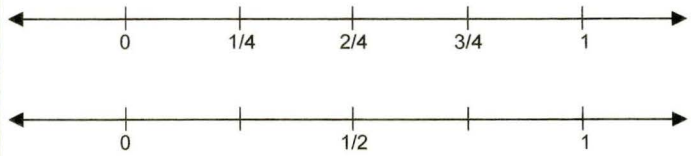
MATHEMATICS: Kindergarten

The Mathematics standards for Kindergarten are supplemented by the Process Standards for Mathematics.

The Mathematics standards for Kindergarten are made up of 5 strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in Kindergarten should know and be able to do in Mathematics.

NUMBER SENSE

KINDERGARTEN
K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.
K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.NS.3: Find the number that is one more than or one less than any whole number up to 20.
K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
K.NS.5: Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
K.NS.6: Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.
K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).
K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.
K.NS.9: Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
K.NS.10: Separate sets of ten or fewer objects into equal groups.
K.NS.11: Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.

3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction a/b as the quantity formed by *a* parts of size 1/b.	Example: ¼ is the quantity formed by 1 part when a whole is partitioned into 4 equal parts. A fraction ¾ is the quantity formed by 3 parts of size ¼. (ND)
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
	a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	Example: A whole is partitioned into 4 equal parts. Recognize that each part is equal to ¼. (ND) 
	b. Represent a fraction a/b on a number line diagram by marking off *a* lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number *a/b* on the number line.	Example: Students will be able to draw a number line from 0 to 1 using intervals representing the denominators 2, 3, 4, 6, 8. Students will be able to label the number line with coordinating fractions (see number line above). (ND)
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
	a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Example (ND): Are $^2/_4$ and $^1/_2$ equivalent fractions? 
	b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
	c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	
	d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Example (ND): When numerators are the same, the fraction with the larger denominator is smaller $\frac{1}{8} < \frac{1}{2}$

Grade 3	Grade 4	Grade 5
Number and Operations—Fractions 3.NF (limited in this grade to fractions with denominators 2, 3, 4, 6, and 8) **Develop understanding of fractions as numbers.** 3.NF.1. Understand a fraction 1/*b* (e.g., 1/4) as the quantity formed by 1 part when a whole is partitioned into *b* (e.g., 4) equal parts; understand a fraction *a*/*b* (e.g., 2/4) as the quantity formed by *a* (e.g., 2) parts of size 1/*b*. (e.g., 1/4) 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* (e.g., 1/4) on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* (e.g., 4) equal parts. Recognize that each part has size 1/*b* (e.g., 1/4) and that the endpoint of the part based at 0 locates the number 1/*b* (e.g., 1/4) on the number line. b. Represent a fraction *a*/*b* (e.g., 2/8) on a number line diagram or ruler by marking off *a* lengths 1/*b* (e.g., 1/8) from 0. Recognize that the resulting interval has size *a*/*b* (e.g., 2/8) and that its endpoint locates the number *a*/*b* (e.g., 2/8) on the number line.	Number and Operations—Fractions 4.NF (limited in this grade to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100) **Extend understanding of fraction equivalence and ordering.** 4.NF.1. Explain why a fraction *a*/*b* is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.2. Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).	Number and Operations—Fractions 5.NF **Use equivalent fractions as a strategy to add and subtract fractions.** 5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* 5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and check the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

MATHEMATICS: GRADE 3

The Mathematics standards for grade 3 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 3 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade 3 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 3
3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.2: Compare two whole numbers up to 10,000 using >, =, and < symbols.
3.NS.3: Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by *a* parts of size 1/b. [*In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.*]
3.NS.4: Represent a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
3.NS.5: Represent a fraction, a/b, on a number line by marking off lengths 1/b from 0. Recognize that the resulting interval has size a/b, and that its endpoint locates the number a/b on the number line.
3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.
3.NS.7: Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).
3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.

Speaking and Listening Standards SL

Comprehension and Collaboration

Code	Kindergarten	Grade 1	Grade 2
SL.1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through media.
SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

Code	Standard		
SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Speaking and Listening Standards K-5

The following standards for K - 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussions.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**2.** Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.	**4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.** Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*[iii]

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.2 *Standard begins in third grade.*

K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5 Continue a conversation through multiple exchanges.

Comprehension

K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K.SL.3.2 Ask appropriate questions about what a speaker says.

Presentation of Knowledge and Ideas

K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.2 *Standard begins in first grade.*

K.SL.4.3 Give, restate, and follow simple two-step directions.

Grade 6		Grade 7	Grade 8
Research to Build and Present Knowledge			
Code	Standard		
W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics."). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history."). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new."). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").
Range of Writing			
Code	Standard		
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.	**6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question (e.g., *In what ways did Madame Walker influence Indiana society?*).
- Gather relevant information from multiple sources, and annotate sources.
- Assess the credibility of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and provide basic bibliographic information for sources.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

6.W.6.1 Demonstrate command of English grammar and usage, focusing on:

6.W.6.1a **Pronouns –**
Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

6.W.6.1b **Verbs –**
Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1c **Adjectives and Adverbs –**
Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1d **Phrases and Clauses –**
Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1e **Usage –**
Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.

6.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

6.W.6.2a **Capitalization –**
Students are expected to build upon and continue applying conventions learned previously.

6.W.6.2b **Punctuation –**
- Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Using semicolons to connect main clauses and colons to introduce a list or quotation.

6.W.6.2c **Spelling –**
Students are expected to build upon and continue applying conventions learned previously.

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February 2, 2015

Thank you to the Education Committee and Chairman Nathe for allowing me to speak here today. I am here to testify in favor of House Bill No. 1461. I am speaking today for many parents and citizens who are unable to be here, and in addition, I also represent many teachers who have strong concerns and who are unable or unwilling to come forward for fear of losing their job.

My husband and I are proud, life-long residents of Fargo, North Dakota. We are self-reliant individuals who have worked hard to make a successful life in this state. We enrolled our two children in the Fargo Public School system with our oldest having been in the system for the last 12 years.

I learned about the Common Core State Standard Initiative about 3 years ago and NOT through my local school. As I researched and educated myself on this issue, it greatly concerned me. I saw how these standards, along with the associated curriculum, textbooks, testing, assessments and data-mining was a direct take-over of our state's educational system. My testimony is the result of my intense research.

I have never been one to contact the school board, the school administration or the ND Department of Instruction, but as I tried to voice my concerns, both as a parent and a citizen, I felt like I was hitting a brick wall. I tried to talk to other parents but found that most, if not all of them, had never heard of common core or knew little about it. As most parents, they are busy working, living their lives, and raising their families and don't seem to have time to concern themselves.

I became so frustrated, knowing what I did and not being able to do anything about it, that I joined a grass roots movement to try and stop this "national, one-size-fits-all" overhaul of our educational system. It has been an uphill battle trying to educate those who do not want to be educated or those who are not willing to discuss the issues, whether it be parents, teachers, administration, journalists , or local and state representatives or senators - hence, why I am here today.

Our children are not just a future workforce in need of training. They are individuals curious about the world, and citizens of a self-governing republic. Instead of training our children to be employees and consumers, we need to foster within each child, the love of life-long learning, the ability to think critically

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and independently, and to be leaders, adventurers and achievers in a free America.

That is exactly what the Common Core Standards will not do! Instead, Common Core will minimally prepare students for the non-collegiate workforce or for non-selective community colleges. These standards have never been tried or tested. There is not one pilot state or pilot classroom where Common Core has been successfully used. These standards push for an emphasis on the lowest common denominator while deceptively claiming that they were "internationally benchmarked," "are rigorous" or "will improve college and career readiness." In essence, this is a national experiment using virtually all of our children.

The Common Core State Standards Initiative is a set of national K-12 standards developed primarily by a nonprofit group called Achieve, Inc., in Washington, DC, under the auspices of two private, unaccountable organizations - the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) – who hold a copyright over the standards. The Common Core was developed without state legislative authority, were NOT state-led nor did our ND Department of Instruction request the development of these standards. The funding for the standards largely came from the Bill & Melinda Gates Foundation and other special interest/lobbying groups.

The standards will be linked to federally funded national tests & assessments. North Dakota has signed a contract with the Smarter Balance Assessment Consortium (SBAC) who use on-line testing. SBAC requires 2 exams annually in grades 3-8 and grade 11, along with encouraging the state to use 2-3 interim tests. The results of this testing will expand the monitoring and surveillance of all students and teachers through a massive information and data collection system known in ND as the ND State Longitudinal Data System (NDSLDS). This database will track student performance and house personal private information on each child and their family, from K-12, which can be shared with state agencies, the federal government and any 3rd party entity that may have access to it.

Why has North Dakota decided to use our children as guinea pigs in an experiment that can affect them for life? Proponents say the reason it to improve education, however educational gains are NOT the motivator for Common Core. Notice the proponents are either financially invested in the implementation or else must be subservient to it and call it good because they rely on payment from those who are invested, for example: Bill Gates; Microsoft; Pearson Publishing;

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National PTA; NGA; CCSSO; and the National & Local Chambers of Commerce. Opponents say it has nothing to do with education and everything to do with money, power and control.

The bottom line is that Common Core is the 'new' inventory and control system adopted by nearly every state in the U.S. This is a top down federal/global system for pseudo-education and is a tremendous threat to our independence as individuals and as a nation. By signing onto both the Common Core Standards and the SBAC testing we have relinquished our control over our state and local educational decisions. There is a good reason why control over our public schools was kept out of federal hands by the Founding Fathers. The Founding Fathers realized that one political party or ideology shaping the curriculum in public schools was a direct route to tyranny. Education should be about teaching children how to think and not what to think. Our state leaders have determined that the state's long term economy and business community should define what each child needs to know. Do you really want for your child a one-size-fits all educational system that promotes 'limited learning for lifelong labor'?

I think not. Every child has a constitutional right to their individual freedom and privacy. Is it necessary s/he know the exact same thing at the exact same time as a child in Alabama? Now is the time for our state to stand back and look at the whole picture and not just one or two pieces of the puzzle. Once we get caught up in the web of common core, it will be difficult, if not impossible to get out.

As I stand here today, I ask you to question with boldness, hold to the truth, and speak without fear by passing House Bill No. 1461.

Thank you for your attention, and I would be happy to answer any questions or talk with any of the committee members at any time after the hearing.

Sincerely,

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Response to HB 1461 by Dr. Pauline Stonehouse: 701-777-4163 pauline.stonehouse@email.und.edu

This week, I was listening to BBC Radio 4 to learn more about what is happening in the UK. I find it helpful to reflect on what is happening in other countries to make better sense of our world in ND. Follow the link to get a flavor of the debate in England: http://www.bbc.com/news/education-31023685

The recent standards reform since 1989 in England is similar to our experience of transitioning from ND state standards to CCSS. Raising expectations can be a painful process for those 'in the trenches' but is one ND teaching professionals have embraced with vigor during the last few years. I find it helpful to think of standards as a blueprint for curriculum development rather than a finished curriculum, a common error. Contrary to common practice in many states, educators in ND are permitted the professional freedom to design curriculum and instruction resulting in less reliance on textbooks, an approach supported in the research literature. Before we can expect an impact on instruction, professionals must be trusted to engage in creative and skillful collaboration supported by administrators and state policy-makers. Effective continual profession development opportunities are at the heart of this process with the goal of enhancing "professional capital" (Hargreaves & Fullan, 2012). Above all, educators must have a stable policy environment if they are to meet their long-term goals for the young people of ND. The statement from a young English teacher in Grand Forks exemplifies the positive impact of CCSS on instruction:

"I am in my 5th year of teaching high school English. Although I haven't been teaching for a significant amount of time, the way that I teach has shifted in a positive way as a result of common core.

One of the main changes has been expecting students to "dive deeper" into a text. They are given opportunities to analyze and discuss themes and concepts in literature at a more meaningful level. For example, my junior classes recently finished reading *The Adventures of Huckleberry Finn*. Although it is important for them to recall simple plot elements such as which character did this or that, they are also expected to explain elements with more critical thinking. We are studying concepts at a greater depth. Here is an example question from one of our discussions:

Huck has become more critical of the duke and the king than he was in preceding chapters. Why has this change taken place in his character? Explain Huck's moral development as it relates to previous chapters in the novel. Cite a specific quote from the novel to support your argument. Explain the significance of that quote.

This is successful because students not only need to understand the events of the novel, but they are also expected to analyze the events and provide support and textual evidence for their reasoning. They are able to craft stronger arguments in their writing and provide insight for more in-depth class discussions.

These new standards have not made me change what I teach; rather, I am continuing to teach the same texts but with a more focused purpose.

I would like to share some of the sources that have been most influential in my soul-searching about the way forward. On the subject of CCSS, I have found the book Common Core Meets Education Reform edited by Hess and McShane (2014) a helpful guide for doctoral students, many with state and district responsibility for the implementation of new standards. By following the link to information about the symposium I organized for state leaders in April, 2014, you will get a sense of the breadth of our work in supporting the development of "professional capital" in ND, MN, and Manitoba. http://education.und.edu/educational-leadership/symposium.cfm This event drew 150 delegates from the Midwest and a second event is planned for 2016/2017. Fullan is a highly respected academic who has successfully translated change theory into recommendations for practice. Please find a brief summary of his views about effective "drivers for change" by following the link: http://www.thelearningcoalition.org/wpcontent/uploads/2012/10/Choosing%20the%20Wrong%20Drivers.pdf.

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2015 Legislative Session
Testimony
House Bill 1461
House Education Committee
February 2, 2015; 8:00 a.m.

Good morning Chairman Nathe and members of the House Education Committee. My name is Bobbie Will. I am here today to testify *in support* House Bill 1461.

My husband Darin and I have two children Josiah, 9 and Brooke, 11. We are a family that opposes common core (cc) standards (stds.), use of state funds for purchasing curriculum aligned with cc stds. and smarter balanced assessments. We moved back to ND in 2007 in order to raise our children in this great state with high educational standards. This year our dream for an excellent education in ND was shattered when discovering ND had adopted common core standards. In September 2013 our children left private school for public school. I noticed a few differences as soon as the school year started. With this being our first experience in the public school I needed to determine if the change in schools was the difference or something else. After asking our past and new school questions along with hours of research my greatest concern was not the issues that started my questions/research, it was much bigger. It was the fact ND has lost state control over education and not one parent I asked knew about common core standards. Our ND parents were not actively informed about common core standards when adopted. Not one parent I spoke with could recall reading or hearing of the new standards on the news or from their school. Why didn't our educators announce the new standards to <u>all</u>? I felt rage when I discovered we didn't write the standards and we can't change them. ND teachers and parents don't know the facts. We have teachers that don't know who (National Governors Association and the Council of Chief State School Officers) wrote the cc stds. Our teachers don't know their peers only reviewed the cc stds. Teachers have told me they are written into law, the legislatures approved the standards. They didn't know legislatures <u>did not</u> vote on the standard (the standards were adopted after a memorandum of agreement was signed between the governor and DPI). I am standing before you today fighting for my children, their children and the educators of our state. We need to be informed, involved, and have state control of our education. Thank you for letting me share.

Bobbie Will/701.202.5840

LORI HINZ Resident of District 47 Bismarck, ND 701-516-3564

Testimony before the ND Legislature regarding Opposition to Common Core

HB 1461 2/2/15 (Urging a DO PASS)

Chairman Nathe and members of the Committee: My name is Lori Hinz. I am the mother of three sons: a freshman in college at NDSU, a sophomore at Century High School here in Bismarck, and an 8th grader at Horizon Middle School also here in Bismarck.

My meandering road to learning about Common Core began a couple of years ago, when my youngest son came home after a new grading system was initiated at his school. Standards based grading they called it. He came home very upset one day because no matter how hard he tried to be excellent, he was not allowed to get an excellent grade. The new system simply wouldn't allow him to be excellent, he said. He was very frustrated. Confused, I quickly realized that standards based grading isn't even tied to Common Core. This WAS, however, the impetus for MY AWARENESS that **I needed to better educate myself regarding WHAT was being taught to my kids and HOW.** Admittedly, I was apathetic and trusting up until that point, and now something new was going on in the schools.

So I started investigating. I learned instead about Common Core. The information was readily available...many other states have before North Dakota, realized the danger in removing states' sovereignty in education. I read articles about the mystery and secrecy surrounding the creation and implementation of Common Core. I attended presentations in Bismarck by Dr. Duke Pesta, Dr. Sandra Stotsky, Sarah Perry, and Joy Pullmann. I listened to a conference call with lawyers who were fighting Common Core with lawsuits in two states. I read the Chamber's stance. I asked teacher friends their opinions. **What I learned I did not like.**

I think the most disturbing thing I learned (besides the potential data collection involved, and I'm not even going to GO there), was the possibility that my boys, who have been raised to love their country fiercely and take patriotism seriously, might possibly be subject to revisionist history because of Common Core. Diminishing the roles of our founding fathers, minimizing or even demonizing the greatness of our country. This was simply unacceptable to me. I believe there is great potential for this to happen under the Common Core. You see, North Dakotans didn't write the standards. Pretty sure you all didn't even get to vote on them! They were merely accepted and "signed off" on before anyone really knew the direction they'd take. ***I believe this was an honest mistake.***

I inherited the "discernment gene" from my father. I have been given the gift, and curse, of being able to tell when something just isn't right. Not in all things, but when my BS Meter pegs red, I listen to my gut...and the more I learned about Common Core, the more alarmed I became. North Dakota and its leaders do so many things so well. I knew immediately this was not from North Dakota.

I have great concerns about federal authority usurping North Dakota's sovereignty. FUNDS have been tied to compliance. Just the mere mention of the word "consortia" puts up a red flag for me. There is a groundswell NATIONWIDE against Common Core--and **it is the grassroots versus the establishment.** Now in my mind, here in little North Dakota, I will ALWAYS vote for the grassroots versus the establishment. It's a North Dakota thing, and it's a "follow the money" thing. The fact that this is a top-down mandate vs. the opposite, is reason enough to oppose Common Core. It's been said that for states accepting Common Core and all its strings and tentacles, it's like the song "Hotel California" by The Eagles. **"You can check in anytime you want but you can never leave".**

Yet another concern: the interstate compact clause issue--agreements between states or a regulatory agency trying to subvert sovereignty of the states. Red flag. Plus, what if there are Common Core non-member states which might be pressured by member states? When you look at it through my BS Meter, it's not too hard to discern. I frankly don't WANT my child's education to be exactly the same as in Illinois. Or New York. No thank you. The education my three boys have received thus far is very good.

There are so many detrimental economic issues private consortium organizations pose--also a threat to the state of North Dakota's sovereignty. These organizations could push cultural and regional BIASES with no Child Left Behind waivers tied to the money, and the contracting and the flow of the money will drive the content. I don't want another state's content. This is the beautiful thing about the United States of America. All the states? We're all different. On purpose! It was the design of our founding fathers.

The executive branch's **implementation of the program** to make improvements in education is successfully **being tied to authority; power.** Think about that. Those who hail Common Core as simply a set of consistent standards are attempting to accomplish a scheme that actually subverts our 10th Amendment. The 10th Amendment reads: **"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."**

There you have it. We are the state of North Dakota, and I am "the people." All the business leaders, Chamber executives, Educational "experts" pushing the outright experimentation with MY CHILDRENS' education and lives, are well funded. They're well organized. And honestly, they talk a good game. But the truth is, those of us opposing Common Core...we're all just a bunch of moms and dads. We're not well funded. We're not even that organized. But **mommies of every species KNOW when their babies are being threatened and are in danger.** And we know what to do about it. We're simply sounding the alarm bell for everyone else.

I have chosen to live and raise my children in the great state of North Dakota on purpose. I love it here. I know its values and its people. We are independent and hardworking. We are educated and discerning. We are patriotic and we respect and revere our military. **Who better to write and implement standards for our school children than North Dakotans? We need to reclaim our state's right to appropriately educate our kids. Their futures depend on it.** Thank you.

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Steve Cates

EXCEUTIVE SUMMARY - NORTH DAKOTA AGREEMENT WITH THE UNIVERSITY OF CALIFORNIA

Whoever controls the assessments controls North Dakota education.

A 2010 Memo of Understanding was signed by then Governor John Hoeven and then Superintendent Wayne Sanstead binding North Dakota to participate in an organization of states entitled the Smarter Balanced Assessment Consortium.

The 2010 Memo of Understanding was entered into without the knowledge of North Dakota citizens or any of their elected officials other than the signatories of the memos bound the state to education decisions beyond direct oversight of those citizens due to the governance structure of the Smarter Balanced Assessment Consortium.

The 2010 Memo of Understanding required North Dakota to adopt the then unspecified Common Core State Standards and an unspecified system of testing, termed "assessment" based on those standards.

North Dakota has an extremely diluted level of control over the state's education system due to having only a single vote (4.76 % of total) among the twenty-one states that are the members of the Smarter Balanced Assessment Consortium that is the entity that North Dakota is bound to as the result of Memos of Understanding.

The November 2014 Memo of Understanding that was signed under the authority of the North Dakota Department of Public Instruction binding the state to an entity known as CESST which is funded by the U.S. Department of Education, staffed predominantly by psychologists and is under the control of the Regents of the University of California.

The November 2014 Memo of Understanding was signed without the knowledge of North Dakota citizens or any of their elected officials other than the signatories of the memo committing the state to a subordinate affiliation with CRESST.

The demonstrable political philosophy of the majority of the member states of the Smarter Balanced Assessment Consortium being significantly different than that of the majority of North Dakota citizens has the likely result in the further diminishing the state's role in the governance of their education system in a manner that reflects the prerogatives of the state's citizens.

CRESST has ultimate authority over personnel hiring and firing for the Smarter Balanced Assessment Consortium.

CREST has ultimate authority over the "Assessment System."

CRESST has ultimate authority over project management and information flow.

CRESST has ultimate authority over recruitment and evaluation of subcontractors and consultants.

CRESST has ultimate authority over monitoring of legislative policies, developments, and legal aspects of the consortium.

It appears possible that North Dakota is in a subordinate position to the laws of California in matters of participation in the Smarter Balanced Assessment Consortium.

The legal and financial analyses done by the North Dakota Department of Public Instruction must be reviewed for understanding the implication of North Dakota's contractual effect of the 2014 Memo of Understanding.

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2/2/15

To the Common Core Committee,

My name is Katie Rud. I have a son in the 6TH Grade at West Fargo Liberty Middle School. My husband and I knew that it would be a year of new challenges and responsibilities as he entered his first year of Middle School. We never expected a year filled with frustration on a daily basis with math homework, hearing from him "I can't do it, I don't care, I will just fail, I'm so stupid!" We saw a boy that was happy and now in tears doing homework. From having self- confidence to feeling like he can't accomplish anything. As a parent that is very difficult to see and hear from your child. It didn't make sense to us. He loved math and excelled in it with no problem. Now he is repeating worksheet after worksheet and failing tests. This is all because of math homework? No, it is because of the Common Core System being taught to our children in our school system.

My husband and I needed to be an advocate for our son. As we researched what our son was being taught we understood why he was frustrated and, could not believe what he was being taught.

- Spending 3-4 weeks on what we know as basic multiplication and division. One problem taking up a whole sheet of paper and spending up to 15-20 min to complete one problem and still not getting it correct.
- Getting an email from my son's teacher saying he needs to give the kids an extra day to finish a math test due to no *one finishing it in their 90 min class period.*
- Getting another message saying since the majority of the class did not pass the test we will go back for another 2 weeks to review basic multiplication and division.
- Sending "U-Tube links" home with the kids for the parents to watch and learn the "new way" of common core math so we could help with the homework.
- Having the students redo the same worksheet after worksheet till they had a passing grade on it. My son would do the same worksheet 5 times in a row and still didn't understand it.
- Having the teacher getting frustrated with question after question from the students and telling them he can't explain it anymore. To sit down and try to figure it out by yourself.

I know I'm one voice for so many other concerned and frustrated parents. It's time that we stop using **Common Core** and start re-teaching **Common Sense** to our Children in our school system.

Thank you for your consideration on this matter.

Katie Rud
247 31st. Ave E. Unit B
West Fargo ND 58078
701-367-2979

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Chairman Nathe, Members of the Committee, I thank you for hearing my testimony.

My name is Heidi Boldt. I am a married mother of four residing in District 31. I have an elementary education background, however I am not teaching in a public classroom. I teach from my kitchen table. I am testifying today, representing myself, & my husband in support of Representative Kasper's House Bill 1461. Today you will hear facts and opinions from both sides of this issue. Right now, I would like for you to hear MY story.

I have researched the Common Core State Standards Initiative since October of 2009. My interest began while assisting in a classroom with a "new education project". This project included among others, a change of methodology in early education mathematics. The harder we tried to make it work, the more we realized that this was not what we wanted for the students. My energy then shifted toward a more research-based approach as I desperately wanted to know where these changes were coming from. My earliest discoveries in 2009, were long BEFORE the standards themselves were released. Long BEFORE many teachers even were aware of the changes ahead. What I unearthed made me uneasy to say the least. This concern continues even more so now as I have seen the damage first hand. I have spent over 5 years going back and forth on both sides of this issue. As an educator, I tried very hard to justify the CCSSI through that perspective, but each time I concluded with an opposition to the initiative and its programs. My family and I have many, many reasons why we do not approve of the Common Core Standards & the Smarter Balanced Assessment both of which may be referred later today in testimony as the ND State Standards in ELA & Mathematics or the ND State Assessment. Do not be fooled, they are one in the same.

Of our four children, the two oldest (an 8th grader & a 6th grader) are enrolled in public school. The younger two are enrolled at our kitchen table as homeschoolers. I would love to cover how the Common Core Education reform has affected ALL of my children, however, due to time today's time limit, it is our third child, our 6 year old daughter, that I would like to speak about today. Her name is Taelyn. She would like to be a dentist when she grows up. She is creative and extremely artistic, which in my opinion would be an excellent benefit to the dental industry!
Taelyn began her Kindergarten year like so many other North Dakotan kindergarteners at age 5. She was so excited to get on that bus and "be grown up" like her older siblings that she barely slept the entire week before her first day of school. The first three weeks were pretty typical. We got two answers to "How was your day at school?" 1) Recess was AWESOME & 2) Lunch was really gross.
After that third week her demeanor changed drastically. She would cry every afternoon when she got off the bus and every morning when she got up. She didn't want to go to school. She hated it. She begged to stay home. As parents, we encouraged her to keep trying and continued to send her for an additional two weeks with the same results EVERY DAY. We spoke with her teacher. We lost a lot of sleep. We prayed individually & together as a family. The weight of her sadness & frustration was so heavy in our home that it became impossible to ignore.

We CHOSE to remove her from her public school Kindergarten class on the 29th of September; 5 weeks after her first day of school. Butshe was 5, only 6 weeks away from turning 6. She knew her letters, she could write, she could count, she could do all of the things an entering Kindergartener was supposed to do, yet she still wasn't ready. She wasn't psychologically developmentally ready for the demands of the Common Core Kindergarten requirements.

For me, as an educator, that was devastating.

Six years ago she would have been ready. Last fall she was not. In the last six years did the American children lose their ability to be ready for Kindergarten? No.

Over 6 years ago a group of NON-EDUCATORS without any input from early childhood development experts decided what standards all American classrooms should be held accountable to and they based them not on what was developmentally appropriate but rather than what would increase the success of the American workforce. (Let me state that again.)

A group of NON-EDUCATORS without any input from early childhood development experts decided what standards all American classrooms should be held accountable to and they based them not on what was developmentally appropriate but rather than what would increase the success of the American workforce.

For a moment, let's ignore the fact that the Common Core Standards are not developmentally appropriate for kindergarteners. North Dakota parents may soon be looking at Pre-K programs that implement Pre-K Common Core Standards. The selling point might sound something like this, "The standards are too rigorous for your kindergarten student without the preparation that pre-K gives, so it is essential for you to enroll your child." Let me ask, how soon will the Pre-K programs then become compulsory?

My child suffered. Many other children are suffering and will continue to suffer from the developmentally inappropriate standards our North Dakota schools now have to be accountable to.

The following statements are in regard to the Common Core Standards and early childhood development. They come from a wide range of professionals. My written testimony which each of you have been given a copy includes the resources for each of the following facts and statements. As well as research material to support this testimony.

"In 2010 when the Common Core standards were being written, the Alliance for Childhood issued a statement[1] asking that the kindergarten to 3rd grade standards

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[1] Alliance for Childhood, Joint Statement of Early Childhood Health and Education Professionals on the Common
http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/Joint%20Statement%20on%20Core%2 0Standards_(417).pdf

be removed and rewritten. Many of the standards for young children did not seem to be age-appropriate, and it was not clear they were evidence-based."

"In 2012, the results of the Program for International Student Assessment (PISA) test show that of the top 12 countries in reading, 10 began formal instruction after the age of 6 or 7." [2]

"In late January (2014) the board of the NY State teachers union which has 600,000 members repealed its support of the Common Core standards, citing the inappropriateness of some early grade standards as a prime concern."[3]

Dr. Nancy Carlsson-Paige, a 30 year early childhood education professor emerita at Lesley University stated, "I'm very concerned about the harm that is created when you put inappropriate expectations on a nation of young children, you give them all kinds of damaging messages as well as increasingly eliminate their opportunities for healthy and genuine learning."[4] In 2010, she was one of over 500 early childhood experts who signed a petition[5] warning that Common Core Standards would be harmful to young children.

The petition in its entirety is included in your copy of my written testimony.

David Elkind, a child development expert at Tufts University stated, "Children are not standardized. Between the ages of 4 and 7 kids are undergoing rapid changes in cognitive ability. This psychological development occurs at all different rates and ages. You cannot standardize growth, particularly in young children... When growth is most rapid, standardization is the most destructive of motivation to learn. You don't prune during the growing season."[6]

There are many more national expert testimonies on this subject; however, in order to bring the topic back home I would like to quote of few our own North Dakota teachers.[7]

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[2] Remarks on Common Core Standards for K-3, Alliance for Childhood
http://www.kslegislature.org/li_2014/b2013_14/committees/ctte_h_ed_1/documents/testimony/20140219_144.pdf

[3] Stephanie Simon, Politico, "New York teachers turn on Common Core," January 26, 2014 (updated January 27, 2014).
http://www.politico.com/story/2014/01/new-york-common-core-teachers-schools-education-102614.html#ixzz2sIRpe3TE

[4] http://www.christianpost.com/news/common-core-harms-kids-early-childhood-expert-says-91457/

[5] http://www.edweek.org/media/joint_statement_on_core_standards.pdf

[6] David Elkind, a long-time child development expert at Tufts University

[7] http://media.wix.com/ugd/86bb2c_38770d4dbe74412c8673e23a5e89d329.pdf

"I teach kindergarten and I am not sure why we need to put 2nd, 3rd & 4th grade material down at the kindergarten level. We seem to be forgetting that a certain amount of cognitive, social, and emotional development needs to take place before abstract concepts can be learned. I am concerned about the readiness of student development for these standards."

"I do think the number of standards is reasonable...what I disagree with is how much we are expecting Kindergarten students to know and be able to do..."

"I strongly believe that the Kindergarten standards require too much symbolic processing for young children."

"I think we are already pushing our children too hard before they are developmentally ready. We have an increasing number of special education referrals and I have a hard time believing that we truly have that many students with disabilities. I think they are failing not because of disabilities but because they are being forced to do work they are not developmentally ready for."

"We need to remember that these are only 5 & 6 year old children. I have been teaching for 26 years, all in Kindergarten, and the curriculum has changed over the years, yet the developmental age at which children learn has not. Are our expectations for these little people really fair to them? We are expecting our 5 & 6 year olds to learn material for 6 & 7 year old children...at what point do we realize we are pushing these kids too hard, way too young?"

"...the standards are far beyond what is developmentally appropriate for children of this age."

"We had to use the first grade textbooks in Kindergarten to meet the new standards."

Those are the words of teachers in North Dakota. The very thoughts & opinions of those who teach in our state every day.

Thank you again, Chairman Nathe & Members of the Committee for allowing me to share my story. I ask that you support and pass House Bill 1461 and keep the freedom of local education control within our North Dakota classrooms.

"Remove one freedom per generation and soon you will have no freedom and no one would have noticed." - Karl Marx

Joint Statement of Early Childhood Health and Education Professionals on the Common Core Standards Initiative

Issued by the Alliance for Childhood
March 2, 2010
www.allianceforchildhood.org

WE HAVE GRAVE CONCERNS about the core standards for young children now being written by the National Governors Association and the Council of Chief State School Officers. The draft standards made public in January conflict with compelling new research in cognitive science, neuroscience, child development, and early childhood education about how young children learn, what they need to learn, and how best to teach them in kindergarten and the early grades.

We have no doubt that promoting language and mathematics is crucial to closing the achievement gap. As written, however, the proposed standards raise the following concerns:

- *Such standards will lead to long hours of instruction in literacy and math.* Young children learn best in active, hands-on ways and in the context of meaningful real-life experiences. New research shows that didactic instruction of discrete reading and math skills has already pushed play-based learning out of many kindergartens. But the current proposal goes well beyond most existing state standards in requiring, for example, that every kindergartner be able to write "all upper- and lowercase letters" and "read with sufficient accuracy and fluency to support comprehension."

- *They will lead to inappropriate standardized testing.* Current state standards for young children have led to the heavy use of standardized tests in kindergarten and the lower grades, despite their unreliability for assessing children under age eight. The proposed core standards will intensify inappropriate testing in place of broader observational assessments that better serve young children's needs.

- *Didactic instruction and testing will crowd out other important areas of learning.* Young children's learning must go beyond literacy and math. They need to learn about families and communities, to take on challenges, and to develop social, emotional, problem-solving, self-regulation, and perspective-taking skills. Overuse of didactic instruction and testing cuts off children's initiative, curiosity, and imagination, limiting their later engagement in school and the workplace, not to mention responsible citizenship. And it interferes with the growth of healthy bodies and essential sensory and motor skills—all best developed through playful and active hands-on learning.

- *There is little evidence that such standards for young children lead to later success.* While an introduction to books in early childhood is vital, research on the links between the intensive teaching of discrete reading skills in kindergarten and later success is inconclusive at best. Many of the countries with top-performing high-school students do not begin formal

schooling until age six or seven. We must test these ideas more thoroughly before establishing nationwide policies and practices.

We therefore call on the National Governors Association and the Council of Chief State School Officers to suspend their current drafting of standards for children in kindergarten through grade three.

We further call for the creation of a consortium of early childhood researchers, developmental psychologists, pediatricians, cognitive scientists, master teachers, and school leaders to develop comprehensive guidelines for effective early care and teaching that recognize the right of every child to a healthy start in life and a developmentally appropriate education.

G. Rollie Adams, President and CEO, Strong National Museum of Play, Rochester, NY
Cynthia K. Aldinger, Executive Director, LifeWays North America, Norman, OK
Edith Adams Allison, Learning Disabilities Specialist, Amherst, MA
Joan Almon, Executive Director, Alliance for Childhood, College Park, MD
Defne Apul, Assistant Professor of Civil Engineering, University of Toledo, Toledo, OH
Ruth H. Aranow, Senior Academic Advisor, Krieger School of Arts & Sciences, Johns Hopkins University, Baltimore, MD
Cara Armstrong, Curator of Education, Fallingwater, Mill Run, PA
Anne Austin, Director, Early Learning Center, Baruch College, New York, NY
Ray Bacchetti, Vice President, Planning and Management, Emeritus, Stanford University, Palo Alto, CA
Lyda Beardsley, Director, Child Development Programs, College of Marin, Kentfield, CA
Sara Bennett, Founder, Stop Homework, Brooklyn, NY
Laura M. Bennett-Murphy, Associate Professor, Psychology, Westminster College, Salt Lake City, UT
Marilyn Benoit, M.D., Past President, American Academy of Child and Adolescent Psychiatry, Washington, DC
Karen D. Benson, Professor, California State University, Sacramento, CA
Eugene V. Beresin, M.D., Professor of Psychiatry, Harvard Medical School, Boston, MA
Wendy C. Blackwell, Director of Education, National Children's Museum, Washington, DC
Wil Blechman, M.D., President, Docs for Tots Florida; Past President, Kiwanis International, Miami, FL
Herb Bleich, early childhood teacher, Community School 133, New York, NY
Amy Blesi, board member, Winnetka Alliance for Early Childhood, Winnetka, IL
Paula Jorde Bloom, Professor of Early Childhood Education, National-Louis University, Wheeling, IL
Lila Braine, Emeritus Professor of Cognitive Psychology, Barnard College, Columbia University, New York, NY
Michael Brody, M.D., Chair, Media Committee, American Academy of Child and Adolescent Psychiatry, Washington, DC
Stuart L. Brown, M.D., Founder and President, National Institute for Play, Carmel Valley, CA
Sylvia Bulgar, Professor, Mathematics Education, Rider University, Lawrenceville, NJ
Blakely Bundy, Executive Director, Winnetka Alliance for Early Childhood, Winnetka, IL
Kathleen Burriss, Professor, Early Childhood, Middle Tennessee State University, Murfreesboro, TN
Wei Cao, Assistant Professor, University of Michigan, Flint, MI
Nancy Carlsson-Paige, Professor of Early Childhood Education, Lesley University, Cambridge, MA
Catherine Carotta, Associate Director, Center for Childhood Deafness, Boys Town National Research Hospital, Omaha, NE
Julie Ann Carroll, Founding President, Winnetka Alliance for Early Childhood, Winnetka, IL
Ingrid Chalufour, Lead Developer, Foundations of Science Literacy, Education Development Center, Newton, MA

Barbara C. Chauvin, Supervising Teacher, University of Maryland Baltimore County, Catonsville, MD
Sherry Cleary, Executive Director, NYC Early Childhood Professional Development Institute, City University of New York, NY
Carol Cole, Executive Director, Sophia Project, Oakland, CA
Patricia M. Cooper, Assistant Professor of Literacy and Early Childhood Education, New York University, New York, NY
Jayna Coppedge, Children's Minister, First Baptist Church, Tahlequah, OK
Colleen Cordes, Executive Director, Psychologists for Social Responsibility, Washington, DC
Donna Couchenour, Professor and early childhood teacher educator, Shippensburg University of Pennsylvania, Shippensburg, PA
Milly Cowles, Dean, Principals' Academy, Mobile, AL
Ellen F. Crain, M.D., Professor of Pediatrics, Albert Einstein College of Medicine, Bronx, NY
William Crain, Professor of Psychology, City College of New York, NY
Sara McCormick Davis, Associate Professor, University of Arkansas Fort Smith; President Elect, National Association of Early Childhood Teacher Educators, Fort Smith, AR
Diane Trister Dodge, President, Teaching Strategies, Inc., Bethesda, MD
Aviva Dorfman, Associate Professor of Early Childhood Education, University of Michigan, Flint, MI
Georgianna Duarte, Professor, University of Texas, Brownsville, TX
Barbara Dubitsky, Director, Mathematics Leadership Programs, Bank Street College, New York, NY
Eleanor Duckworth, Professor of Education, Harvard University, Cambridge, MA
Sean Durham, Director, Early Learning Center for Research and Practice, University of Tennessee, Knoxville, TN
Carolyn Pope Edwards, Willa Cather Professor of Psychology and Child, Youth, and Family Studies, University of Nebraska, Lincoln, NE
David Elkind, Professor Emeritus of Child Development, Tufts University, Medford, MA
Ann S. Epstein, Senior Director of Curriculum Development, HighScope Educational Research Foundation, Ypsilanti, MI
Beverly Falk, Professor, School of Education, City College of New York, NY
Stephanie Feeney, Professor Emerita of Education, University of Hawaii; Chair of the Advocacy Committee, National Association of Early Childhood Teacher Educators, Honolulu, HI
Margery B. Franklin, Professor Emerita of Psychology, Sarah Lawrence College, Bronxville, NY
Doris Fromberg, Professor and Director of Early Childhood Teacher Education, Hofstra University, Hempstead, NY
Joe L. Frost, Parker Centennial Professor Emeritus, University of Texas, Austin, TX
Ellen Galinsky, author and work life researcher, New York, NY
Howard Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education, Cambridge, MA
Suzanne Gellens, Executive Director, Florida Association for the Education of Young Children, Tampa, FL
Roberta Golinkoff, H. Rodney Sharp Professor of Education, Psychology, and Linguistics and Cognitive Science, University of Delaware, Newark, DE
Elizabeth N. Goodenough, Lecturer in Literature, University of Michigan, Ann Arbor, MI
Rachel Grob, Director, Child Development Institute, Sarah Lawrence College, Bronxville, NY
Marcy Guddemi, Executive Director, Gesell Institute of Human Development, New Haven, CT
Joan Gussow, Professor Emerita of Nutrition and Education, Teachers College, Columbia University, New York, NY
Winifred M. Hagan, Early Care and Education Consultant, CAYL Institute, Cambridge, MA
Darell Hammond, CEO and co-founder, KaBOOM!, Washington, DC
Jane M. Healy, educational psychologist and author, Vail, CO
Kathy Hirsh-Pasek, Stanley and Debra Lefkowitz Professor of Psychology, Temple University, Philadelphia, PA

Craig Holdrege, biologist, educator; Director, The Nature Institute, Ghent, NY
Carla M. Horwitz, Director, Calvin Hill Day Care Center and Kindergarten; Lecturer, Yale Child Study Center, Yale University, New Haven, CT
Carollee Howes, Professor, University of California, Los Angeles, CA
Kim Hughes, Therapeutic Teacher, Trainer, and Consultant; 1999-2000 North Carolina Teacher of the Year, Project Enlightenment, Wake County Schools, Raleigh, NC
Mary Hynes-Berry, Faculty, Erikson Institute for Early Childhood, Chicago, IL
Olga S. Jarrett, Associate Professor, Early Childhood Education, Georgia State University, Atlanta, GA
Candace Jaruszewicz, Director, N. E. Miles Early Childhood Development Center, College of Charleston, Charleston, SC
Jim Johnson, Professor-in-Charge of Early Childhood Education, Pennsylvania State University, University Park, PA
Constance Kamii, Professor, University of Alabama at Birmingham, AL
Lilian G. Katz, Professor Emeritus and Co-director, Clearinghouse on Early Education and Parenting, University of Illinois, Champaign, IL
Merrie B. King, Montessori Program Director and Associate Professor of Education, Belmont University, Nashville, TN
Ethan H. Kisch, M.D., Child Psychiatrist; Medical Director, Quality Behavioral Health, Warwick, RI
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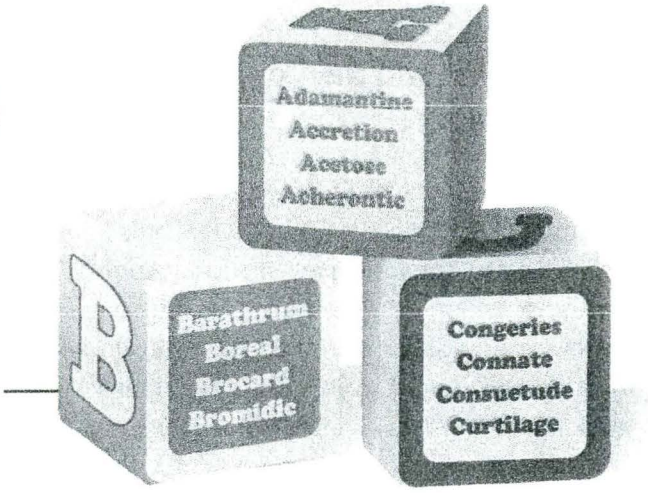

Reading Instruction in Kindergarten: Little to Gain and Much to Lose

In the United States there is a widespread belief that teaching children to read early — in kindergarten or even prekindergarten — will help them be better readers in the long-run. Unfortunately, there is no scientific evidence that this is so. How then did this idea take hold so strongly?

▶ Many children are not developmentally ready to read in kindergarten, yet the Common Core State Standards require them to do just that. This is leading to inappropriate classroom practices.

▶ No research documents long-term gains from learning to read in kindergarten.

▶ Research shows greater gains from play-based programs than from preschools and kindergartens with a more academic focus.

▶ Children learn through playful, hands-on experiences with materials, the natural world, and engaging, caring adults.

▶ Active, play-based experiences in language-rich environments help children develop their ideas about symbols, oral language and the printed word — all vital components of reading.

▶ We are setting unrealistic reading goals and frequently using inappropriate methods to accomplish them.

▶ In play-based kindergartens and preschools, teachers intentionally design language and literacy experiences which help prepare children to become fluent readers.

▶ The adoption of the Common Core State Standards falsely implies that having children achieve these standards will overcome the impact of poverty on development and learning, and will create equal educational opportunity for all children.

DEY
Defending the Early Years

Alliance for Childhood

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Introduction

The 1980s saw the beginnings of a shift in kindergarten education from play-based experiential approaches to more academic approaches, from hands-on exploration to worksheets and teacher-led instruction. The new approaches gained momentum like a snowball growing in volume and speed. They were given a mighty push by No Child Left Behind and another by Race to the Top's early childhood competitive grants, causing many to describe kindergarten as the new first grade.

Under the Common Core State Standards (CCSS) the snowball has escalated into an avalanche which threatens to destroy appropriate and effective approaches to early education. The kindergarten standards, in use in over 40 states, place huge emphasis on print literacy and state bluntly that, by the end of kindergarten, children are to "read emergent-reader texts with purpose and understanding." Large amounts of time and money are being devoted to this goal, and its impact is felt strongly in many preschools as well.

Many children are not developmentally ready to read in kindergarten. In addition, the pressure of implementing the standards leads many kindergarten teachers to resort to inappropriate didactic methods combined with frequent testing. Teacher-led instruction in kindergartens has almost entirely replaced the active, play-based, experiential learning that we know children need from decades of research in cognitive and developmental psychology and neuroscience.[1,2]

When children have educational experiences that are not geared to their developmental level or in tune with their learning needs and cultures, it can cause them great harm, including feelings of inadequacy, anxiety and confusion. A grandmother from Massachusetts told this story:

> My 5-year-old grandson adored his play-based preschool, but it was a different story when he started an all-day, very academic, public kindergarten. From the first day he had mostly worksheets and table tasks, which he said were "hard." On the fifth day of kindergarten he refused to go to school, locked himself in his bedroom, and hid under his bed!

Kindergarten and the Common Core State Standards

The Common Core State Standards, the academic standards detailing what K–12 students should know in English language arts and mathematics, are provoking controversy across the educational and political spectrum. For kindergarten alone, there are more than 90 standards that young children are expected to meet. In this paper, we address the literacy standards for kindergarten, specifically the one that pertains to reading: "Read emergent-reader texts with purpose and understanding."

While other Common Core kindergarten literacy requirements begin with the words "With prompting and support...," this one does not. There is a strong expectation that by the end of kindergarten children should be reading basic books on their own with purpose and understanding. We could find no research cited by the developers of the CCSS to support this reading standard for kindergarten. In fact, the current CCSS website, which attempts to address many of the criticisms of the standards and tries to make the hidden process of development more transparent, only cites "scholarly research" and states that all standards are "evidence- and research-based".[3]

Researcher and educator Mercedes Schneider, author of *A Chronicle of Echoes: Who's Who in the Implosion of American Education*[4] and an upcoming book published by Teachers College Press, has documented the lightning-quick writing of the CCSS and has found no evidence that they are based on research.

> If they [the writers of the CCSS] were interested in research they would have started with kindergarten and piloted the standards for a few years and then made adjustments based on their research — and built slowly from there. There is absolutely no evidence that developmental stages were considered. That is a major problem across the standards and especially for the youngest grades. Anyone who has a cursory knowledge of development knows that it is not linear and that children do not all develop at the same rate — there is a span.[5]

In fact, of the people on the committees that wrote and reviewed the CCSS, not one of those individuals was a K-3rd grade teacher or an early childhood professional.[6,7]

Preparing children to read has become the dominant activity in most kindergartens. A recent study by University of Virginia researchers found that already in 2006 kindergarten teachers spent as much time on literacy activities as on mathematics, science, social studies, music and art combined.[8]

Now, as the Common Core standards take hold across the country, literacy has taken over even more space in kindergarten classrooms, crowding out many high-quality learning experiences young children need. In a survey by Defending the Early Years (DEY) of about 200 early childhood teachers (preschool to grade three) across 38 states, 85% of the public school teachers reported that they are required to teach activities that are not developmentally appropriate for their students.[9] A New York public school kindergarten teacher with more than 15 years of experience reported:

> Kindergarten students are being forced to write words, sentences, and paragraphs before having a grasp of oral language...We are assessing them WEEKLY on how many sight words, letter sounds, and letter names they can identify. And we're assessing the "neediest students'" reading every other day.[10]

While the timetable for children's cognitive development has not changed significantly, society's expectations of what children should achieve in kindergarten have. A recent two-year study by the Gesell Institute in New Haven found that "children are still reaching important developmental milestones in much the same timeframe as they did when Dr. Arnold Gesell first published his data in 1925."[11]

Gesell used 19 measures to ascertain a child's development. Among them were asking children to look at and draw a circle, cross, square, triangle, divided rectangle, and more complex forms. A clear pattern emerged. He found an age span for each task, but also a clear pattern of when most children could accomplish the task. By age three most children could replicate the circle, but most could not copy the cross or square until age 4.5. They could draw the triangle by 5.5 but could not copy the diamond until after age 6. The Institute's recent study, given between 2008 and 2010 to about 1300 children across the country, found almost identical results.[12] *The Harvard Education Letter* described the findings under the heading: "Kids Haven't Changed; Kindergarten Has."[13]

▶ Many children are not developmentally ready to read in kindergarten, yet the Common Core State Standards require them to do just that. This is leading to inappropriate classroom practices.

The Evidence on Early Reading Instruction

To report on the question of early reading, Sebastian Suggate summarized his own studies and those of others that shed light on the issue. Suggate is a professor of psychology from New Zealand who teaches at the Alanus University of Arts and Social Sciences in Bonn, Germany. In 2007 Suggate began to study childhood reading, which became the topic of his doctoral thesis. His studies raise serious doubts about the effectiveness of early reading instruction.

In his doctoral thesis Suggate concludes that there is no solid evidence showing long-term gains for children who are taught to read in kindergarten.[14] In fact, by fourth grade and beyond, these children read at the same level as those who were taught to read in the first grade. Suggate has continued to study the question of why children should learn to read at five when those who learn at six or seven do just as well by age 11. He also considers what harm is done by focusing so much kindergarten time on reading instruction, leaving little time for other much-needed activities.[15]

Dr. Marcy Guddemi, executive director of the Gesell Institute, reports:

> Dr. Arnold Gesell found that all children go on the same path of development; however, some go faster, some go slower, and all have spurts and set-backs along the way. The obvious example is the age that children learn to walk. Some children learn to walk as early as nine months, some as late as 15 months. But that is all normal and we all agree that the early walker is not a better walker than the later walker. A similar example is the age that children learn to read. Some children learn to read at age three or four years, others not until seven years or later. That range is quite normal. The most compelling part of the reading research is that by the end of third grade, early readers have no advantage over later readers. Some later readers even go on to become the top in their class. Reading early is not an indicator of higher intelligence. In fact, children at the top of their class in kindergarten only have a 40 percent chance of being at the top of their class at the end of third grade.[16]

While it is true that some children in kindergarten and the early elementary grades do need specific kinds of extra support in learning to read, the kind of support needed and when it is given is highly individual. It is competent, skilled teachers who can best recognize whether a child needs specific support or is progressing more slowly and simply needs more time.

▶ No research documents long-term gains from learning to read in kindergarten.

Long-term Gains from Play-based Early Childhood Programs

A number of long-term studies point to greater gains for students in play-based programs as compared to their peers in academically-oriented preschools and kindergartens in which early reading instruction is generally a key component.

Findings from HighScope's Preschool Curriculum Comparison Study, for example, suggest long-term harm, especially in the social-emotional realm, from overly directive preschool instruction. In this study, begun in the late 1960s, 68 children from low-income homes were randomly assigned to one of three preschool classes. Two were play-based and experiential. The third was a scripted, direct-instruction approach. Interestingly, there were very similar short-term gains among the children in all three programs at the end of year one. But the children were followed until age 23. By that time, there were significant differences in social behavior.[17]

School records indicate that 47 percent of the children assigned to the direct instruction classroom needed special education for social difficulties versus only 6 percent from the play-oriented preschool classrooms. And by age 23, police records showed a higher rate of arrests for felony offenses among those who were previously in the instructional program (34 percent) compared to those in the play-based programs (9 percent).

Rebecca Marcon found negative effects of overly-directed preschool instruction on later school performance in a study of three different curricula, described as either "academically oriented" or "child-initiated."[18] By third grade, her group of 343 students — 96% African American with 75% of the children qualifying for subsidized school lunch — displayed few differences in academic achievement programs. After six years of school, however, students who had been in the groups that were "more academically directed earned significantly lower grades compared to children who had attended child-initiated preschool classes. Children's later school success appears to have been enhanced by more active, child-initiated early learning experiences."[19]

A study with similar outcomes was done in Germany where play-based kindergartens were being transformed into early learning centers in the 1970s. The study compared 50 kindergarten classes using each of the two approaches. The children were followed through grade four, and those from the play-based programs excelled over the others on all 17 measures, including being more advanced in reading and mathematics and being better

adjusted socially and emotionally in school. As a result the German kindergartens again became play based.[20]

▶ Research shows greater gains from play-based programs than from preschools and kindergartens with a more academic focus.

How Young Children Learn

All aspects of the child — cognitive, social, emotional, and physical — are inextricably linked in learning. Through engaging in meaningful experiences in the real world, including in creative play and interactions with caring adults, children build skills and knowledge onto what they already know. Within the overall patterns of development, each child's trajectory is unique. Children develop at different rates and come from a wide variety of cultural and language backgrounds; they build new ideas onto their prior understanding and experiences. Thus, any child's learning in any given situation is distinct.

Children learn best when they are engaged in activities geared to their developmental levels, prior experiences and current needs. As they construct their ideas through play and hands-on activities that make sense to them, children's knowledge builds in a gradual progression that is solid and unshakable. They build a foundation of meaning that provides the basis for understanding concepts in language, literacy, math, science and the arts. In active learning, their capacities for language development, social and emotional awareness, problem solving, self-regulation, creativity, and original thinking develop, transforming them into effective learners.

▶ Children learn through playful, hands-on experiences with materials, the natural world, and engaging, caring adults.

How does experiential, play-based learning create the foundation for print literacy?

Our written language is a system of abstract symbols that represent the spoken word. Young children take years to build the foundation they need to be able to make sense of print. An important aspect of this process is being able to understand these abstract symbols.[21] Children learn that real things can be represented by symbols when they play and use hands-on materials. For example, a toddler might pretend that his wooden block is a phone to call daddy, a preschooler might turn her mud pie into a birthday cake, and a kindergartener might draw a picture of his family. Children engage in symbolic activities like these throughout the early years of childhood. Very slowly, especially in a print-rich environment and with the guidance of a skilled teacher, children begin to find meaningful ways to bring letter symbols into their play scenarios. This progression is gradual and very important; the great many ways that children use symbols in their play with materials builds the strong foundation for understanding the abstract symbols in our print system.

Being able to read well will also depend on the strength of a child's oral language development. Active, play-based experiences in the early years foster strong oral language in children. As children engage in active learning experiences and play, they are talking and listening all the time. They attach words to their actions, talk with peers and teachers, learn new vocabulary and use more complex grammar. As they build, make paintings, and engage in imaginative play, they deepen their understanding of word meanings. As they listen to and create stories, hear rich language texts, sing songs, poems and chants, their foundation for reading grows strong.

Early education can also provide children with a wide range of life experiences that enrich their understanding of the world and help them comprehend the content of books. For children who have not experienced gardens or farms, forests or parks, supermarkets or a host of other public spaces, references to them in books can be

puzzling. But teachers can help children plant seeds and tend them, name animals and care for them, visit parks and streams, and broaden their first-hand knowledge of the world around them. Through classroom activities, projects, and field trips, teachers strengthen children's background knowledge for making sense of print.

▶Active, play-based experiences in language-rich environments help children develop their ideas about symbols, oral language and the printed word — all vital components of reading.

Respecting Children's Developmental Timeline

Many early learning experts, including those at Bank Street College of Education in New York, recommend a slow but solid start in preschool and kindergarten so that a foundation can be laid for a lifelong process of language development and reading. Bank Street's handbook[22] for reading tutors describes most children in preschool, kindergarten, and even first grade, as "emergent readers," and first and second graders as "early readers."

According to Bank Street, the "emergent reader" understands that written language conveys messages, and the child often pretends to read and write. They begin to match spoken words with print and may know some letter names and some letter sound associations. They may recognize some words and letters in one environment but not in another. They can write some letters, usually those in their own names, and some words, but may still reverse letters. They mostly use upper case letters. This alone is in great contrast to the Common Core kindergarten standards which require that children know *all* the alphabet, both upper and lower case.

KINDERGARTEN HAS BECOME THE NEW FIRST GRADE: EXAMPLES FROM COMMON CORE

Below are examples from the CCSS literacy standards for kindergarten. The CCSS website states, "Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades." However, there is no evidence that mastering these standards in kindergarten rather than in first grade brings lasting gains. To achieve them usually calls for long hours of drill and worksheets — and reduces other vital areas of learning such as math, science, social studies, art, music and creative play.

FLUENCY
CCSS.ELA-LITERACY.RF.K.4:
Read emergent-reader texts with purpose and understanding.

PRINT CONCEPTS
CCSS.ELA-LITERACY.RF.K.1.D:
Recognize and name all upper- and lowercase letters of the alphabet.

PHONICS AND WORD RECOGNITION
CCSS.ELA-LITERACY.RF.K.3.B:
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

INTEGRATION OF KNOWLEDGE AND IDEAS
CCSS.ELA-LITERACY.RI.K.9:
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RESEARCH TO BUILD AND PRESENT KNOWLEDGE
CCSS.ELA-LITERACY.W.K.7:
Participate in shared research and writing projects.

VOCABULARY ACQUISITION AND USE
CCSS.ELA-LITERACY.L.K.4.B:
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

In first and second grade when the children become "early readers," Bank Street describes them as being more attentive to print. They understand that books have exact and unchanging messages carried by print and pictures. They can identify most letters by name, and can use some letter/sound knowledge (i.e. the sound of the first letter) to help figure out words. They know the meaning of some punctuation (capitals and periods), but may not use them consistently in writing and reading. They can recognize, by sight, a small but growing store of words in different contexts.

Today we have hurried the reading process, and it is common to expect kindergartners to be early readers rather than emergent readers. We are setting unrealistic reading goals and frequently using inappropriate methods to accomplish and assess them. At DEY and the Alliance for Childhood, we hear increasing reports of kindergartens that use worksheets and drills, rely on lengthy whole-group lessons, and require teachers to frequently pull children out of the classroom to administer assessments. The impact on students, families and educators is intensifying. A parent recently wrote:

> My 5-year-old son started Common Core Kindergarten this year in California. Even though it's only been two months he is already far behind. His teacher asked, "What kind of preschool did he go to — it must have been a lot of play." Of course it was a lot of play! That's what I wanted for him! She warned me he would probably be getting some "area of concern" grades come November... [W]e are required to do ... [worksheets] four nights a week. It's the same boring thing over and over again. (Especially the reading homework)... I know he's not stupid but I'm being told in not so clear terms that he is. It's very disheartening.[23]

The intense academic pressures described and documented in the Alliance for Childhood's 2009 report *Crisis in the Kindergarten*[24] have only intensified. Susan Sluyter, a veteran kindergarten and preschool teacher from Cambridge, Massachusetts describes it this way:

> I have experienced, over the past few years, the same mandates that all teachers in the district have experienced. I have watched as my job requirements swung away from a focus on children, their individual learning styles, emotional needs, and their individual families, interests and strengths to a focus on testing, assessing and scoring young children, thereby ramping up the academic demands and pressures on them.[25]

▶We are setting unrealistic reading goals and frequently using inappropriate methods to accomplish them.

The Role of Teachers in Early Literacy

The teacher's role is crucial in helping children build a solid foundation in early literacy. The teacher sets up an environment that will engage children in a wide range of activities and establishes a warm and accepting relationship with each child.

Activity centers and experiences maximize their learning and ignite their interests and encourage deep engagement for extended periods of time. Such classrooms are typically filled with open-ended materials that spark investigation, imagination, and problem solving: wooden unit blocks, sand and water, play dough, objects from the natural world, and a wide range of building, collage and art supplies. With open-ended materials children can work on concepts at their own level as they develop and invent their own ideas.

Teachers carefully observe children in activities and play, identifying the concepts and skills each child is working on, asking questions, making suggestions, and providing follow-up activities to extend learning. Teachers use what they've learned from these observations to facilitate literacy development for each child. They are concerned with cognitive, physical, social, and emotional concepts and skills and artfully choose which to focus on with each child in a given moment. As they do so, they try to unite a child's interests and skills with the specific goals they have for that child. In the early childhood setting, assessment through careful observations of children,

their work, play, and social interactions provide authentic and broad-based documentation of student growth and progress. This lies in sharp contrast to computer-based or other standardized assessment tools.

In play-based kindergartens and preschools, there is true intentionality around literacy and language. Teachers employ many strategies to expose children to rich oral language and print —without bombarding or overwhelming the child. These may include telling stories, reading picture books and big books, singing songs and reciting poems, reading from posted charts (using pointers to read along), drawing and writing with invented and conventional spellings, taking dictation from children, and helping children write their own stories. In organic and meaningful ways, teachers often use print — labeling block structures, cubbies, and interest areas, writing recipes, transcribing the children's stories, and making charts for attendance or classroom jobs. These broad experiences with oral and print language help children associate familiar objects and activities with print.

▶In play-based kindergartens and preschools, teachers intentionally design language and literacy experiences which help prepare children to become fluent readers.

Inequality and Standards-Based Accountability

The focus on Common Core State Standards ignores the impact of poverty and the need to fund children's education and health equitably. A massive amount of research conducted over the past several decades in the United States and in countries throughout the world consistently shows that families' socioeconomic status is the most powerful correlate of student achievement.[26] Attention to the Common Core is a diversion from addressing the underlying issues of economic inequality that contribute to the achievement gap between low-and high-income students.[27]

With the Common Core standards, all children are expected to achieve at the same level by the end of the kindergarten year. Yet, children in underserved communities do not receive the same educational resources as do children from wealthier communities. Residential segregation by income has increased during the last three decades across the United States and in 27 of the nation's 30 largest major metropolitan areas.[28] Because a large percentage of funding for public schools comes from local property taxes, schools in low-income communities have fewer experienced teachers, more crowded classrooms, and fewer resources. The wealthiest highest-spending districts are now providing about twice as much funding per student as the lowest-spending districts, according to a federal advisory commission report, and this disparity helps to explain the growing achievement gap between lower and higher-income children.[29]

Over the past decade of data-driven accountability and high-stakes testing, the inequalities in our education system have increased[30] and the child poverty rate has grown.[31] Linda Darling-Hammond writes:

> Ignored by our current education policies are the facts that one in four American children lives below the poverty line and a growing number are homeless, without regular access to food or health care, and stressed by violence and drug abuse around them. Educators now spend a great deal of their time trying to help children and families in their care manage these issues, while they also seek to close skill gaps and promote learning.[32]

▶The adoption of the Common Core State Standards falsely implies that having children achieve these standards will overcome the impact of poverty on development and learning, and will create equal educational opportunity for all children.

Strategies for Reversing this Trend

Most children are eager to meet high expectations, but their tools and skills as learners as well as their enthusiasm for learning suffer when the demands are inappropriate. High-stakes assessments are adding to their anxiety. They feel less in charge of, and invested in, the learning process — and their internal motivation is thwarted. They begin to feel that learning, and its deep satisfactions, do not belong to them. Many early childhood experts agree that the current pushdown of teaching of reading skills to 4-, 5- and 6-year-olds that used to be associated with older children is demoralizing young learners.

We see increased stress in children, teachers and families. We also see a weakening of the foundational capacities for learning that children should develop in the early years. We foresee lasting effects on children's health and wellbeing from both the increased stress to meet unrealistic goals, and the loss of skills and capacities that are no longer developed in kindergarten — and are increasingly lost from preschool classrooms as well.

▶WE THEREFORE CALL FOR THE FOLLOWING ACTIONS and urge parents, educators, health professionals, and others to work with us to bring about the recommended changes in policy and practice:

1. Withdraw kindergarten standards from the Common Core so that they can be rethought along developmental lines.

2. Invest in high quality, long-term research to identify which approaches in preschool and kindergarten best help children become fluent readers by fourth grade and beyond, paying particular attention to children living in poverty.

3. Convene a task force of early childhood educators to recommend developmentally appropriate, culturally responsive guidelines for supporting young children's optimal learning from birth to age 8.

4. End the use of high-stakes testing with children up to third grade and the use of test scores for teacher evaluation and the closing of schools. Promote the use of assessments that are based on observations of children, their development and learning.

5. Ensure a high level of professionalism for all early childhood educators. Strive to reduce the income achievement gap by placing experienced teachers in low-income communities. Invest in high-quality teacher preparation and ongoing professional development.

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About the Authors

Joan Almon co-founded the Alliance for Childhood in 1999 and directed it until 2012. She writes and lectures on childhood issues and is an advocate for play and early learning. Joan began working with young children in 1971 and became a Waldorf early childhood educator. She taught in Maryland for nearly 20 years and then travelled extensively as a consultant to schools in Africa, Asia, South America, and Europe.

Nancy Carlsson-Paige, Ed.D., is Professor Emerita at Lesley University where she was a teacher educator in child development for more than 30 years, and where she co-founded Lesley's Center for Peaceable Schools. She has written five books and more than 50 articles, book chapters, and op-eds on media and technology, conflict resolution, peaceable classrooms, and education reform. She is an advocate for education policies and practices that promote social justice, equity, and the well-being of all children.

Geralyn Bywater McLaughlin has 25 years of experience in early childhood education and is the Director of Defending the Early Years. Geralyn is an advocate for playful learning and works to support other teachers in becoming activists on behalf of young children. She is a founding teacher (and current early childhood teacher) at the Mission Hill School — a teacher-led, democratic Boston Public School.

The Alliance for Childhood

Founded by educators and health professionals out of deep concern for the well-being of children, the Alliance for Childhood advocates for policies and practices that support children's healthy development, love of learning and joy in living. It promotes a healthy and creative childhood for all children through its Decade for Childhood project, focusing on the importance of play-based learning, and restoring play throughout childhood. The Alliance provides resources, for educators, care givers, parents, grandparents, policy-makers and community leaders. www.allianceforchildhood.org

Defending the Early Years (DEY) was founded in 2012 to rally educators to take action on policies that affect the education of young children. DEY is committed to promoting appropriate practices in early childhood classrooms and supporting educators in counteracting current reforms which undermine these appropriate practices. DEY is a non-profit project of the Survival Education Fund, Inc., a 501 (c) 3 educational organization. www.DEYproject.org

Alliance for Childhood

The Alliance for Childhood
www.allianceforchildhood.org
@4childhood

DEY
Defending the Early Years

Defending the Early Years
www.DEYproject.org
@DEY_Project

#2much2soon

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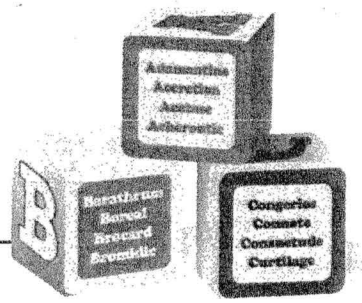
A short video about the report can be found at the above websites along with the full report and its call for action.

Reading Instruction in Kindergarten: Little to Gain and Much to Lose

We call for the following actions and urge parents, educators, health professionals, and others to work with us to bring about the recommended changes in policy and practice:

1. **Withdraw kindergarten standards from the Common Core so that they can be rethought along developmental lines.**
2. **Invest in high quality, long-term research to identify which approaches in preschool and kindergarten best help children become fluent readers by fourth grade and beyond, paying particular attention to children living in poverty.**
3. **Convene a task force of early childhood educators to recommend developmentally appropriate, culturally responsive guidelines for supporting young children's optimal learning from birth to age 8.**
4. **End the use of high-stakes testing with children up to third grade and the use of test scores for teacher evaluation and the closing of schools. Promote the use of assessments that are based on observations of children, their development and learning.**
5. **Ensure a high level of professionalism for all early childhood educators. Strive to reduce the income achievement gap by placing experienced teachers in low-income communities. Invest in high-quality teacher preparation and ongoing professional development.**



Full report available for downloading at
www.allianceforchildhood.org and www.DEYproject.org

Alliance for Childhood

DEY
Defending the Early Years

#24F

HB 1461
2/2/15

Jim Kasper

From: Kasper, Jim M. [jkasper@nd.gov]
Sent: Saturday, January 31, 2015 6:57 PM
To: -Grp-NDLA All Legislators
Cc: Kasper, Jim M.; jmkasper@amg-nd.com
Subject: FW: EMAIL EXCHANGE BETWEEN REP. JIM KASPER AND CONCERNED WEST FARGO SCHOOL TEACHER WHO IS AGAINST COMMON CORE---FROM REP. JIM KASPER--JANUARY 31, 2015

Hello Legislative Colleagues:

Below please find a series of email exchanges between myself and a West Fargo School teacher who emailed me, unsolicited, after the teacher read the exchange that Andy Peterson, the Greater North Dakota Chamber President and myself had regarding Common Core and the truth about Common Core, in early January, 2015.

Please start to read from the bottom and read toward the top.

I had never met this teacher before I received the email from the teacher.

Monday, February 2nd, is the day of the hearing on HB1461, the bill that will withdraw North Dakota from Common Core and allow North Dakota to regain control of our education system, as the Constitution of our state requires. My hope is that each one of you will think about what is best for our kids as you make your decision on HB 1461. Their futures depend on and will be determined by the decision we as Legislators make on Common Core in a few days.

Thank you.

Representative Jim Kasper
Chairman Government & Veterans Affairs Committee
1128 Westrac Drive
Fargo, ND 58103
Office Phone: 701-232-6250
Cell Phone: 701-799-9000
Office Fax: 701-232-0796
Office Email: jmkasper@amg-nd.com

.....
.....
-----Original Message-----
From: (NAME REMOVED TO PROTECT IDENTITY OF SENDER AS REQUESTED)
Sent: Sunday, January 04, 2015 9:39 PM
To: Kasper, Jim M.
Subject: Re: Common Core--REPLY FROM REP. JIM KASPER--JANUARY 4, 2015

Yes, again, as long as my name is off this you have my permission to use my emails.

(NAME REMOVED TO PROTECT IDENTITY OF SENDER AS REQUESTED)
.....
.....
On Jan 4, 2015, at 1:30 PM, Kasper, Jim M. wrote:

> Hi (NAME REMOVED TO PROTECT IDENTITY OF SENDER AS REQUESTED)
>
> Thank you for your permission to forward your email.

>
> I would like to include this second email as well, again with your
> permission.
>
> Do you have a cell phone number you would be willing to share with me.
> I would like to be able to visit with you once the session starts.
>
> Your emails below will do more good than you can possibly imagine.
>
. Thank you very much.
>
> Jim
>
> Rep. Jim Kasper
> Chairman, Gov't & Veterans Affairs Comm.
> ND House of Representatives
> District 46
> 1128 Westrac Drive
> Fargo, ND 58103
> Office Phone: 701-232-6250
> Cell Phone: 701-799-9000
> State Email: jkasper@nd.gov
> Bus. Email: jmkasper@amg-nd.com
>
.....
.....
> > > Sent: Saturday, January 03, 2015 1:58 PM
> To: Kasper, Jim M.
> Subject: Re: Common Core--REPLY FROM REP. JIM KASPER--JANUARY 3, 2015

> Hi again Mr. Kasper,
>
> Yes. Please use my email. I have a colleague that losing sleep over
> this curriculum. I'm not at that point yet because I have taken
> matters into my own hands in my classroom because sometimes we
> teachers have to make decisions against the will of the decision
> makers when we know they are not good for kids. We can see it in their
> faces every day. So we react. It's sad.
North Dakota teacher are
> always forced to be reactive rather than proactive when it comes to
> education. The fact is I have been teaching now for 15 years. I am
> surrounded by really wonderful teachers who have the best interest of
> kids in mind. We talk over lunch and free time how much we dislike the
> CC and what, if anything, we can do about it. I know it's not a
> "curriculum". It's a set of standards. The CCSS, however, drives the
> writing of any and all new curriculum.
I also know that this is a
> federal takeover of education. That doesn't benefit kids in North
> Dakota. One-size-fits-all isn't something rational adults promote for
> adults, why would we do that to our kids?
Lastly, in regards to your
> email exchange with the fellow from the chamber of commerce I have a
> few thoughts: 1) what's in it for the chamber of commerce. They are
> huge defenders of common core. Isn't it odd how educated, competent
> adults will defend something that has absolutely no research backing
> it? Isn't it odd that there is such a large contingent of highly
> educated and competent adults in industry and education who bought

> this so easily? I wish I could get it.
My own superintendent wrote
> into the WF Pioneer about how this is needed. How does he know? There
> simply is no research proving this is the magic pill that it is touted
> as being. There was no testing or piloting of it.
2) I'll bet Mr.
> Peterson doesn't have a clue about these standards. I bet he couldn't
> name one. Let's have him take the SB test and see how he does. I'll
> bet he fails it like the majority of our nations students are doing.
>
> I know a few teachers who would most likely send you something on
> their feelings on it. I will find them and hopefully they can give you
> their testimony. I will do anything I can to see these standards
> killed. I have kids in school now and I don't want to see them in this
> any longer. Time to get back to the real world in school.
>
> (NAME REMOVED TO PROTECT IDENTITY OF SENDER AS REQUESTED)
>.....
.....
> On Jan 3, 2015, at 11:40 AM, Kasper, Jim M. wrote:
>
>> Hi. (NAME DELETED TO PROTECT IDENTITY AS REQUESTED)

>> Thank you very much for sending me your email. It takes a lot of
>> courage for a teacher to come forward like you have in your email.
>>
>> I would like to forward your email to every legislator in North
>> Dakota. I know your identity needs to be protected so I would scrub
>> off all of your identifying information and just identify you as a
>> teacher in the West Fargo school system.
>>
>>
>> Please let me know and thank you again for sending your email. I will
>> not send your email without your permission.
>>
>> Jim
>>
>> Rep. Jim Kasper
>> Chairman, Gov't & Veterans Affairs Comm.
>> ND House of Representatives
>> District 46
>> 1128 Westrac Drive
>> Fargo, ND 58103
>> Office Phone: 701-232-6250
>> Cell Phone: 701-799-9000
>> State Email: jkasper@nd.gov
>> Bus. Email: jmkasper@amg-nd.com
>>
>>
.....
.....
>> >> Sent: Saturday, January 03, 2015 7:16 AM
>> To: Kasper, Jim M.
>> Subject: Common Core
>>
>> Mr. Kasper,
>>

>> First off I wanted to thank you for taking up the fight against
>> common core. Don't back down! I read your email exchange with the
>> gentleman from the chamber and I actually giggled when you took apart
>> his argument for CCSS.
>> The fact is common core is terrible.
>> I'm a math teacher in a middle school in West Fargo. Mr. Anderson
>> stated that teachers support it. This teacher doesn't support it. I
>> want to join the fight, but I as with most teachers fear we can't. I
>> love what I do, and I am fighting CC behind the scenes, but fear I
>> will lose my job if I spoke out.
>> I work with a lot of excellent
>> teachers in my building and I don't know any that like common core.
>> But we remain silent. Even when spoken for by others. Don't believe
>> what you hear with regards to teachers supporting it. Most I know do
>> not support it at all.
>> As far as the union goes. They don't speak for
>> me. They are a top heavy organization that really never speaks for me
>> and only wants my money. They rarely speak for any teachers unless it
>> benefits them politically. I'm just encouraging you to keep fighting
>> and know that there are a lot more silent teachers behind you than
>> you, or anybody else, thinks. Thank you for taking this on. If there
>> is anything I can do to assist let me know.
>>
>> Sincerely,
(NAME REMOVED TO PROTECT IDENTITY OF SENDER AS REQUESTED)

No virus found in this message.
Checked by AVG - www.avg.com
Version: 2015.0.5646 / Virus Database: 4273/9033 - Release Date: 01/31/15

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HB 1461
2/2/15

The Phyllis Schlafly Report

VOL. 48, NO. 6 | P.O. BOX 618, ALTON, ILLINOIS 62002 | JANUARY 2015

What Parents Don't Like About Common Core

Common Core is replacing the teaching of traditional American history with a new left-leaning curriculum. Those who say that Common Core doesn't prescribe curriculum but only spells out standards are playing with words. According to scholar Stanley Kurtz, the traditional emphasis on America's founders and the principles of constitutional government are being pitched and replaced with what fits the leftwing narrative of emphasis on race, gender, class, and ethnicity.

The tests, of course, are the key to the content of what will be taught, since the schools must prepare students to score well on the tests, which are written by the College Board. David Coleman, the president of the College Board, just happens to be the architect of Common Core. The plan is to federalize K-12 education while shifting the course content to the left. Sample exams will be released only to certified history teachers who are sworn to secrecy about what's in the tests under penalty of losing their teaching privileges.

Thomas Jefferson, James Madison, and the other Founders are mostly omitted from the new History text unless they can be scripted to fit in with the leftwing narrative of race, class, gender, or ethnicity. The U.S. Constitution is studied as an example of the founders' belief in the superiority of their own culture. Students are programmed to believe that America is not exceptional.

A teacher who doesn't teach history under these blame-America-first guidelines would be disadvantaging his students. (This excellent analysis was explained by Professor Stanley Kurtz, and published at National Review Online, 9-9-14.)

Leftwing writers of today want our history to be taught so students will believe that the United States is like all other countries, obsessed with the pursuit of empire and the conquest of other people. The authors stress that the key factor in America's early days was mistreatment of the Indians.

The Common Core American history course gives short shrift to the American Revolution and George Washington's extraordinary personal leadership, and only one sentence to the Declaration of Independence. "Analysis of the College Board AP U.S. History Framework" by Larry Krieger (The Heartland Institute, 3-25-14) gives an excellent description of the distortions taught by Common Core.

Among the facts about American history that are omitted or sidestepped in Common Core are discussion of our entire military history and heroes, U.S. involvement in World War II, and our victory over Communist expansionism in the Cold War.

Students in Bryant School District in Arkansas were told in a sixth grade history class that the U.S. Bill of Rights is "outdated." The lesson plan calls on students to strike out two of the Bill of Rights Amendments, replace them with two new Amendments, and then continue with the class assignment of "revising and editing the Bill of Rights." (NationalReview.com, 10-9-13)

"What's your religion? Your sexual orientation? Your parents' political affiliation? Should 'assault rifles' be banned? Who's to blame for the government shutdown?" Do these sound like questions that high school sophomores should have to answer in school? A Maryland high school that is "Common Core compliant" administered a survey to sophomores that asked those questions and many others just as intrusive. The survey was removed after parents complained to the school. (*The Blaze*, 10-16-13; see also, *Washington Post*, 10-15-13)

The mother of an 8-year-old third-grade student in Louisiana said her daughter came home with assigned homework about adultery. The teacher said she got this assignment from Common Core materials for third graders. (*Scripps Media*, 10-20-13)

Stanford mathematician and former member of the Common Core Validation Committee, Dr. James Milgram, stated that if the controversial standards are not repealed, America's place as a competitor in the technology industry will be severely undermined. "In the future, if we want to work with the top level people, we're going to have to go to China or Japan or Korea, and that's the future we're looking at." (Reported by Dr. Susan Berry, Breitbart, 8-1-14)

Former New York State elected Lieutenant Governor

Betsy McCaughey published a good summary of why parents object to Common Core: (*The Sun*, 6-10-14)

> Common Core is not about standards. It's about content — what pupils are taught. . . .
>
> American history is presented as four centuries of racism, economic oppression, and gender discrimination. Teachers are encouraged to help students identify their differences instead of their common American identity. Gone are heroes, ideals, and American exceptionalism. . . .
>
> Religion is expunged from New York State's account of how this nation began. . . .
>
> The indoctrination begins early. In grade three, "students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action." Grade four suggested reading includes "The Kid's Guide to Social Action." . . .
>
> Common Core eliminates handwriting, the basis of communication for over two thousand years. Students learn to print in kindergarten and first grade, but then instruction shifts to keyboards. The next generation will not be able to read an historical document in its original, or even a letter from Grandma.

Another helpful summary of parents' objections to Common Core was written by Joy Pullmann of the Heartland Institute: (*The Federalist*, 9-25-14)

1. ***The senseless, infuriating math.*** Common Core now takes dots, dashes, boxes, hashmarks, and foam cubes, plus an inordinate amount of time, to get a math answer, which may not be correct anyway.
2. ***The lies.*** The American Enterprise Institute recently wrote about Common Core's "half-truths," which should be called "lies." Samples: Common Core is "internationally benchmarked," "evidence based," makes students "college- and career-ready" (but only for community colleges).
3. ***Obliterating parents' rights.*** Parents who complained about Common Core to teachers or at school board meetings have been rudely treated and some even arrested.
4. ***Dirty reading assignments.*** Morally objectionable books on the Common Core-recommended list include *The Bluest Eye* by Toni Morrison, *Make Lemonade* by Virginia Euwer Wolff, and *Dreaming in Cuban* by Cristina Garcia. Why does Common Core recommend trash instead of classic works of literature?
5. ***Data collection.*** Common Core collects all sorts of personal information about students, most of which is none of the business of other schools and businesses with which the data are shared.

Follow the Money To Common Core

Common Core was launched and popularized by grants of $150 million from the Bill and Melinda Gates Foundation. A *Washington Post* report by Valerie Strauss lists the dozens of recipients of this money. (May 12, 2013) By the next year, the *Washington Post* was talking about $200 million from Gates.

The Gates Foundation spread money all over the political spectrum: to the big teachers unions, the American Federation of Teachers Association, and the U.S. Chamber of Commerce. Gates money went to state and local groups to help influence policymakers and civic leaders to buy Common Core products.

Publishers rolled out Common Core-aligned materials that schools had to buy in order for their students to pass the new tests. Sales of computers and tablets to schools skyrocketed because every student needs a computer to take the Common Core tests.

Many found it personally profitable to be a Common Core booster. The PARCC and SBAC testing consortiums were federally bankrolled to develop and administer Common Core tests. Employees in state Departments of Education went onto lucrative jobs in the private sector after they supported Common Core implementation in their own states.

The Common Core team that has been foisting it on all American public and private schools, primarily by the use of mandatory tests, has take a devious and circuitous route to avoid conflict with our laws that forbid the federalization of our school system.

Education was clearly designed to be under the control of parents and the individual states, not the federal government. But the states' acceptance of so much federal money has brought with this an acceptance of illegal federal control and mandates. The major laws that should prevent enforcing national standards or curriculum on schoolchildren, but which Common Core bypassed in devious ways, are set forth on page 4 of this *Phyllis Schlafly Report*.

Parents Fight Back Against Common Core

Common Core is such a stupid name. It inspired both black and white moms to join public protests wearing signs reading "My Child Is Not Common."

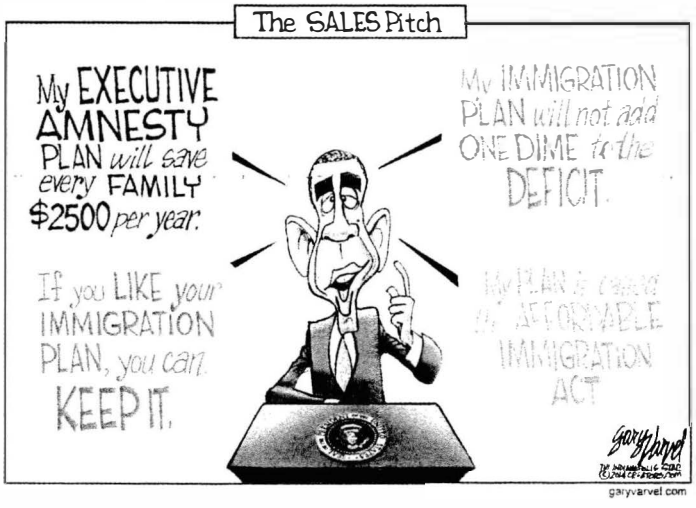
More than 20,000 students were pulled out of Common Core's standardized testing in New York by their parents. A growing number of parents and teachers are concerned about the inadequacies of Common Core, and in particular by the infringement of students' privacy rights.

When launched, 45 states and the District of Columbia immediately signed on to use Common Core, even

though nobody had read any Common Core materials at that time. The only states that refused from the beginning to accept Common Core were Alaska, Nebraska, Texas and Virginia.

Among those original 45 states, four states, Indiana, Oklahoma, South Carolina and Louisiana, have since withdrawn from the national standards and tests. More than a dozen other states have either partially exited or downgraded their involvement with the assessment component. (*National Review*, 11-5-14)

Indiana became the first state to pull out of Common Core. In March 2014, Indiana Governor Mike Pence signed legislation withdrawing Indiana from the use of Common Core, calling this "an important step forward in developing academic standards that are written by Hoosiers, for Hoosiers, and are uncommonly high." (*National Review*, 3-28-14)



Louisiana was one of the original states that signed on to Common Core. But after Governor Bobby Jindal's son came home from school with ridiculous arithmetic homework, Jindal changed course and has now taken legal action against Common Core. He joined Louisiana legislators in a lawsuit alleging that the state's education officials did not comply with state law in implementing Common Core. "After listening to literally thousands of parents, teachers, and others," Jindal said, "I don't believe we can achieve Louisiana control and success if we stay in Common Core."

U.S. Senator David Vitter of Louisiana, who was a Common Core supporter, abruptly changed his position because he said he wants to ensure local control over curriculum and instruction materials.

The Massachusetts Teachers Association elected a new president in May 2014 who is opposed to Common Core testing. The new MTA president, Barbara Madeloni, wants a three-year moratorium on testing, and called for a vigorous campaign against the "corporate forces" behind Common Core. (*National Review*, 5-15-14)

The Oklahoma State Supreme Court in an 8-to-1 decision threw out Common Core in Oklahoma by upholding a law passed by the Oklahoma Legislature that ruled against the use of Common Core standards. The State Board of Education had sued the state, saying that legislators had overstepped their authority when they voted to pass legislation throwing out Common Core and giving Oklahoma the power to write new standards. The Oklahoma Supreme Court held that the Legislature does have the constitutional authority to repeal Common Core standards in the state's public schools. Eagle Forum filed an important amicus brief in this case, defending the constitutional authority of the Legislature to repeal Common Core.

North Carolina Governor Pat McCrory signed a law on July 22, 2014 rewriting the state's education standards and leading to replacement of the federally inspired Common Core standards. The new law sets up an 11-member advisory academic standards commission to recommend rigorous and age-appropriate standards for North Carolina schools.

A panel of experts on Common Core has traveled all over California to speak at six events organized by various groups of concerned parents and educators who share the concern that we are not being told the truth about Common Core. The panelists included Dr. Sandra Stotsky, who was on the Common Core Validation Committee and refused to sign off on the standards, and attorney Brad Dacus of the Pacific Justice Institute, who helped create the opt-out form for parents to opt their children out of the assessment tests.

Common Core lost big at the ballot box on November 4, 2014. Voters resoundingly sided with candidates who rejected Common Core's national standards and tests and who promised to restore state and local control of education.

In Arizona, Diane Douglas won for the state's top education post on an anti-Common Core platform, which she said was the "key issue" in her campaign. Richard Woods campaigned on an anti-Common Core platform in winning his election as Georgia's state Superintendent of Education. Molly Spearman won her bid for State Superintendent in South Carolina, which withdrew from Common Core earlier last year. In Wyoming, Jillian Balow won the race for superintendent after promising to review that state's involvement in Common Core.

Opposition to Common Core has spurred a jump in homeschooling. North Carolina has had a 14% increase in the number of students educated at home. Similar increases have been reported in Virginia, California and New York.

A good handbook helpful to fight Common Core is the new paperback called *Common Core: A Trojan Horse for Education Reform* by Orlean Koehle, Small Helm Press, available at www.TurnTheHelm.org.

There is no lawful role for the federal government in education

The **Tenth Amendment** to the U.S. Constitution states:

> The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

In addition, federal authority over education is prohibited by the following federal laws passed by Congress:

The **General Education Provisions Act** of 1965:

- No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system.

  Source: 20 U.S.C. § 1232a

- The term "applicable program" means any program for which the Secretary or the Department has administrative responsibility as provided by law or by delegation of authority pursuant to law. The term includes each program for which the Secretary or the Department has administrative responsibility under the Department of Education Organization Act or under Federal law effective after the effective date of that Act.

  Source: 20 U.S.C. § 1221(c)(1)

The **Department of Education Organization Act** of 1979:

- It is the intention of the Congress in the establishment of the Department to protect the rights of State and local governments and public and private educational institutions in the areas of educational policies and administration of programs and to strengthen and improve the control of such governments and institutions over their own educational programs and policies. The establishment of the Department of Education shall not increase the authority of the Federal Government over education or diminish the responsibility for education which is reserved to the States and the local school systems and other instrumentalities of the States.

  Source: 20 U.S.C. § 3403(a)

- No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law. **Source:** 20 U.S.C. § 3403(b)

The **Elementary and Secondary Education Act** of 1965, as amended by the **No Child Left Behind Act** of 2001:

- Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

  Source: 20 U.S.C. § 7907(a)

- Notwithstanding any other prohibition of Federal law, no funds provided to the Department under this Act may be used by the Department to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school.

  Source: 20 U.S.C. § 7907(b)

- Notwithstanding any other provision of Federal law, no State shall be required to have academic content or student academic achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act.

  Source: 20 U.S.C. § 7907(c)(1)

These restrictions are applicable to all programs administered by the federal Department of Education.

Source: 20 U.S.C. § 1221(c)(1)

The Phyllis Schlafly Report
PO Box 618, Alton, Illinois 62002
ISSN0556-0152

Published monthly by the Eagle Trust Fund, PO Box 618, Alton, Illinois 62002. Periodicals Postage Paid at Alton, Illinois. Postmaster: Address Corrections should be sent to the Phyllis Schlafly Report, PO Box 618, Alton, Illinois 62002. Phone: (618) 462-5415.

Subscription Price: $20 per year. Extra copies available: 50¢ each; 10 copies $4; 30 copies $8; 100 copies $15; 1,000 copies $100.

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#24 H

HB 1461

2/2/15

HB 1461

House Education Committee

February 2, 2015

Chairman Nathe and members of the Education Committee, my name is Vicky Crabtree and I support HB 1461. We need to get rid of Common Core. Two of our young grandchildren came to live with us on February 2, 2010. My husband and I adopted them during the 2013 legislative session. In 2010 Kiaya was at Head Start in Bismarck and Dade was at Sunrise School in Bismarck. When Kiaya started kindergarten and Dade went into the 2nd grade here in Mandan, my husband and I were in for the shock of our lives when we went to parent/teacher conferences. The whole education system had changed and I mean drastically changed from when our own children went to school. I refer now to attachment #1 which is Dade's report card from this year. Have any of you seen what these report cards look like? There are numbers 1-4 for grades. Their main focuses in school are, reading, writing, and math. Very little time is spent with science and social studies. Most of the teachers do not do spelling tests. Dade's teacher does. Kiaya brings home her stories she writes and has misspelled words and/or incorrect verb tense on her papers. None of the misspelled words or verb tense are corrected. When I asked Kiaya's teacher why they aren't corrected, she said she doesn't have time. So, I teach Kiaya the proper spelling and word tense. Attachment #2 is Dade's reading improvement report which is a chart that is handed out with the report card. Attachment #3 is the student progress report that is illustrated with a chart that shows your child's grade level, the districts grade level and the normal grade level. You almost need a college degree to decipher all of this. My husband says you need to

be a research analyst. My husband has a bachelor's degree in business and I have two years of college and it took a little bit of time to wrap all of this around our heads. Attachment #4 is an explanation on what the numbers 1-4 mean. Attachment #5 explains to the parent what NWEA-Map Test scores, Daily 5- Cafe', AIMSweb Math, etc. means. Common Core puts great importance on math, yet when children graduate from high school they can't even count change. We have two more young grandchildren who live in LaMoure, ND. LaMoure had the wisdom to keep Common Core out of their school system. Attachment #6 is the report card of our grandson William from the 2012-2013 school year. This is the education system we remember and that we prefer. William and his brother have desks to sit at in their classrooms; therefore, they have their own space and privacy and can concentrate better on their school work. Dade and Kiaya sit at tables with other classmates and don't have their own space and privacy to concentrate to do their work. Kiaya and her classmates have to sit on the floor in a circle and talk about their feelings. It seems like the school system is teaching these children to think only about themselves and their feelings and we have already seen and reaped the fallout of the "me" generation we have now. What happened to teaching the children about being a good citizen, do unto others as you would have them do unto you, think about someone else before yourself, learning about history and see that it repeats itself and recognize when we are going down that same destructive path, just like we are doing now. Children are all different and learn differently, yet Common Core puts the children all in the same box collectively. The days of the teacher being able to help a student on the level of their understanding is gone. Teachers use to be able to use their creative talents in the classroom and now

they have to follow rigid guidelines and rules. I agree with others here today that we don't need our children's information given out. We are losing our privacy and our freedoms. It is time we all wake up and see what is happening here and put a stop to it. I urge you, no, I beg you to please pass this bill and get rid of Common Core. If Common Core continues, we have no other choice but to pull the children out of the public school system and home school them. Thank you for your time and consideration.

ından Public Schools

"Where the Best Begin"

Crabtree, Dade W

Mary Stark Elementary - 2014-2015 REPORT CARD

☐ Promoted to 5th Grade ☐ Retained

TEACHER: Entzi, Jamie
PRINCIPAL: Chad Radke
SUPERINTENDENT: Dr. Mike Bitz
ASSISTANT SUPERINTENDENT: Jeff Lind

rade: 4

ıudent Number: 13481

GRADING KEY

Standard | 4 = Consistently Exceeds 3 = Consistently Meets 2 = Partially Meets 1 = Limited Understanding

(*) Indicates modified curriculum - See Attached Report

ATTENDANCE	
Total Days Absent	0
Total Days Tardy	0

ENGLISH LANGUAGE ARTS	T1	T2	T3
Literature			
Key Ideas and Details	3		
Craft and Structure	2		
ntegration of knowledge and ideas	3		
Range of reading & level of text complexity	3		
nformational Text			
ey Ideas and Details	3		
raft and Structure	2		
ntegration of knowledge and ideas	3		
Foundational Skills			
Phonics and Word Recognition	3		
Fluency	3		
Writing			
Text types and purposes	3		
Production and distribution of writing	3		
Research to build & present knowledge	3		
Speaking & Listening			
Comprehension and collaboration	3		
Presentation of knowledge & ideas	3		
Language			
Conventions of standard English	3		
Knowledge of Language	3		
Vocabulary Acquisition and Use	3		

MATHEMATICS	T1	T2	T3
Use the four operations with whole numbers to solve problems			
Gain familiarity with factors and multiples			
Generate and analyze patterns			
Number & Operations in Base Ten			
Generalize place value understanding for multi-digit whole numbers	3		
Use place value understanding and properties of operations to perform multi-digit arithmetic	3		
Number & Operations-Fractions			
Extend understanding of fraction equivalence and ordering			
Build fractions from unit fractions			
Understand decimal notation for fractions, and compare decimal fractions			
Measurement & Data			
Solve problems involving measurement and conversion of measurements			
Represent and interpret data			
Geometric measurement: understand concepts of angle and measure angles			
Geometry			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles			

SCIENCE/HEALTH	T1	T2	T3
Understands Key Concepts	3		
SOCIAL STUDIES	**T1**	**T2**	**T3**
Understands Key Concepts	3		
SPECIALS	**T1**	**T2**	**T3**
Art — Participates	3		
Music — Musical Concepts	4		
Participation/Effort	4		
Phy Ed — Demonstrates Movements, Forms & Concept	3		
Demonstrates Appropriate Behavior	3		

Approach To Learning Indicator

4 = Always 3 = Consistently 2 = Sometimes 1 = Rarely

APPROACH TO LEARNING	T1	T2	T3
Social Skills			
Demonstrates Responsibility	3		
Demonstrates Respect	3		
Demonstrates Safety	3		
Work Skills			
Works Independently	3		
Demonstrates on task behavior	3		
Cooperates in group/partner activities	3		
Produces quality work	3		
Follows directions	3		

#2

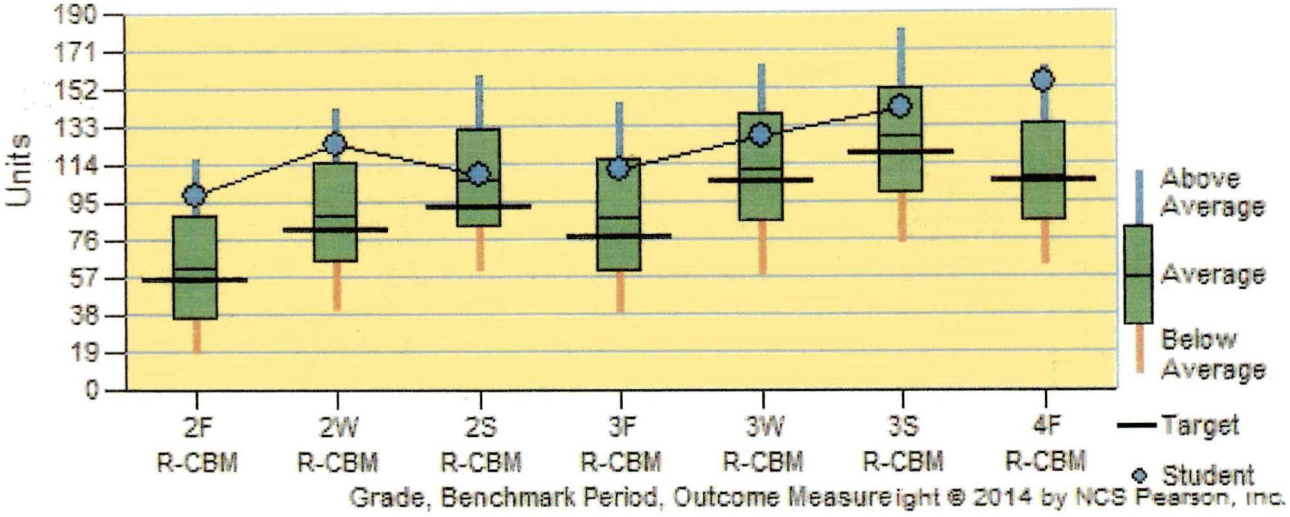
AIMSweb®

Mary Stark Elementary
Year: 2014-2015

FILTER:
Comparison: AIMSweb National Norms
Reporting Method: AIMSweb Defaults - Norm Referenced
R-CBM - 10,25,75,90 percentile calculated at the AIMSWeb level
R-Path - 10,25,75,90 percentile calculated at the AIMSWeb level
MAZE - 10,25,75,90 percentile calculated at the AIMSWeb level
Target Sets: AIMSweb Defaults

Reading Improvement Report for 2014-2015 School Year

Mandan Public Schools - Mary Stark Elementary
Dade Crabtree (Grade 4)
Compared To: AIMSweb National Norms
Reading - Curriculum Based Measurement
Lexile® Measure: 770L



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Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	98	123	108	Above Average	770L	Consider Need for Individualized Instruction
	2013-2014	3	111	127	141			
	2014-2015	4	154					

Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=770L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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#3

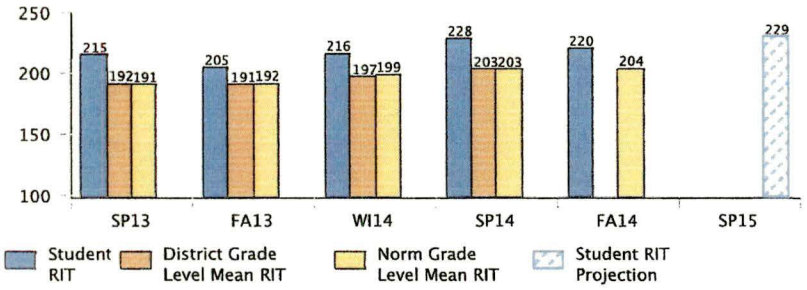
NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Student Progress Report

Crabtree, Dade
Student ID: 13481

Term Rostered: Fall 2014-2015
District: Mandan Public School District #1
School: MARY STARK ELEMENTARY
Growth Comparison Period: Fall to Spring

Mathematics

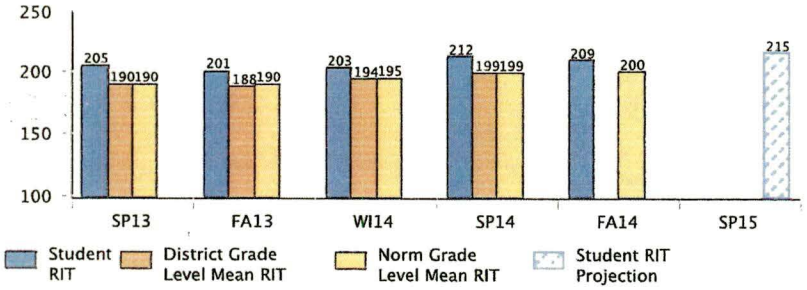


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	4	217-**220**-223			84-**89**-93
SP14	3	225-**228**-231	23	11	95-**97**-98
WI14	3	213-**216**-219			87-**92**-95
FA13	3	202-**205**-208			78-**85**-90
SP13	2	212-**215**-218	24	12	95-**97**-98
WI13	2	202-**205**-208			91-**94**-96
FA12	2	188-**191**-194			78-**84**-89

Mathematics Goals Performance - Fall 2014-2015

Operations and Algebraic Thinking	High	Number and Operations	HiAvg
Measurement and Data	High	Geometry	High

Reading

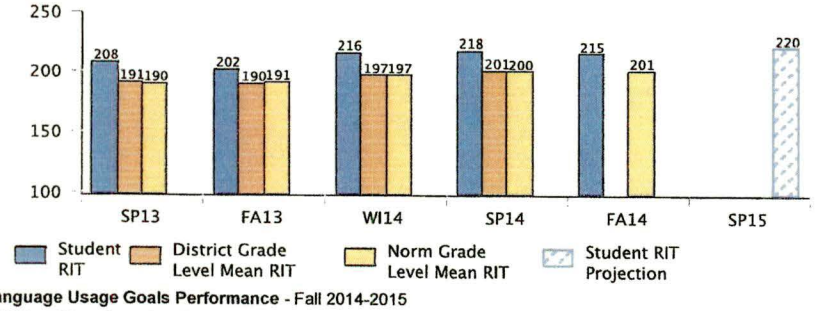


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	4	206-**209**-213			67-**74**-82
SP14	3	209-**212**-216	11	8	75-**81**-88
WI14	3	200-**203**-206			65-**72**-78
FA13	3	197-**201**-204			68-**77**-83
SP13	2	202-**205**-208	17	12	80-**85**-89
WI13	2	201-**205**-208			88-**93**-95
FA12	2	185-**188**-191			72-**78**-84

Reading Goals Performance - Fall 2014-2015

Literature	HiAvg	Informational Text	High
Vocabulary Acquisition and Use	HiAvg		
Lexile® Range	663-813L		

Language Usage



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	4	212-**215**-218			79-**84**-89
SP14	3	216-**218**-221	16	8	87-**90**-93
WI14	3	213-**216**-219			88-**92**-95
FA13	3	199-**202**-204			71-**77**-81
SP13	2	205-**208**-211	14	11	85-**90**-93
WI13	2	203-**206**-209			89-**93**-95
FA12	2	191-**194**-197			85-**89**-92

Language Usage Goals Performance - Fall 2014-2015

Writing: Plan, Organize, Develop, Revise, Research	HiAvg	Language: Understand, Edit for Grammar, Usage	High
Language: Understand, Edit Mechanics	High		

* The 2011 Normative Data Overview provides an overview of the NWEA RIT Scale Norms Study including the scope of the study, the methodology used, and ways norms can be used by educators.

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6

Mandan Public Schools Guide for Standards-Based Report Cards

Standards specify what students are expected to learn in a given school year. There are new standards for learning specified at each grade level. Students are assessed throughout the school year to gauge how each student is progressing on standards. Proficiency scales are meant to inform parents and students on that progression.

4	**Consistently Exceeds Standard**—Student is meeting the expectation for the <u>next grade level</u> in the given standard.
3	**Consistently meets Standard**— Student is meeting the grade level expectation on the given standard working independently. *This is the goal for all students by the end of the school year.*
2	**Partially meets Standard**— Student is nearing mastery of the given standard with assistance from teachers, parents and/or peers.
1	**Limited understanding of Standard**— Student is working below grade level expectation of given standard. Additionally, help is needed to improve student understanding of the standard.

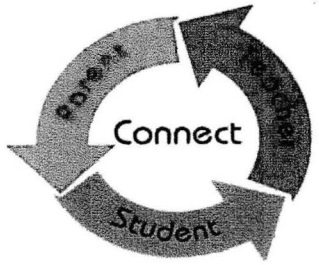
Parents, when reading your child's report card, it is important to note:

- Scores of "3" and "2" BOTH indicate that a student is working within the expectations of his/her grade-level. The difference is the level on independence and support with which the student works.
- A score of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade-level.
- Scores of "4 and/or 1" indicate student performance significantly above or below grade-level expectations.

Report card sections:

The majority of the standards reported on your child's report card are in the major content areas: Language Arts and Mathematics. The standards in these areas vary according to the grade level expectations. Progress in other areas such as: Science, Health, Social Studies, Physical Education, and Music also reported on the report card but not in the same detail.

The **<u>Approach to Learning</u>** section of the report card are the skills often necessary for students to maximize their opportunity to achieve the content-area standards. Some examples are: demonstrating responsibility, respect, and safety, cooperating with others, and being on-task.



#5

Parent – Teacher Conference Notes:

NWEA-MAP Test Scores: Reading, Math and Language Arts Tests are given in the Fall and Spring of each year to show us the level at which the student is performing. The tests the Second Graders are given contain 42-52 questions. The report shows you your child's score and compares it with students across the Mandan School District and with students across the nation given the same tests. If your child has been in the Mandan District it will show their cumulative test scores. The report you receive at the end of the year will show your child's Spring test score and their growth from the Fall test.

AIMSweb Reading Fluency: Given periodically throughout the school year. The report shows you how many words your child can read correctly in one minute. If their score falls between the 25th - 50th percentiles for their grade level we monitor their progress weekly. If they are above the 50th percentile we test them only Fall, Winter and Spring. The report shows where your child is at according to the target level for Second Grade. It also shows past tests if your child has been in the Mandan School District.

AIMSweb Math: Given periodically throughout the school year. The report shows you how your child scored in the areas of Math Computation and Math Concepts & Applications. If their score falls in the Below Average Range for their grade level we monitor their progress weekly. If they are above that range we test them only Fall, Winter and Spring. The report shows where your child is at according to the target level for Second Grade.

Benchmarks or Running Records: Benchmarks give us an accurate level of your child's Instructional Reading Level. These tests are given periodically throughout the year as another tool to assess if your child is using their strategies to help them grow in their Reading Level.

Daily 5 – CAFÉ: At Mary Stark we continue to use the Daily 5 as our management piece during our Literacy Block. So far the students are working on 3 of the 5 components: Read to Self, Work on Writing, and Listen to Reading. During the Literacy Block the Reading Specialist and I work with students on their CAFÉ strategies to help them become better readers and writers.

Math: Our district is using the Houghton Mifflin Math series. Most days the lesson is presented and the children are guided through practice on the front of their paper and then complete some on their own. D.T.I.C. stands for Done Together In Class. I also use the Math Workshop to help the students with their Math concepts. There are four different rotations each day. The activities in each rotation help the students strengthen the Math concepts we are currently working on. I will send Homework occasionally for your child to complete at home. Please support your child at home by doing this together and with flash card drill work.

Spelling: The word lists are sent home every Friday (unless we have a short week). The words are worked on throughout the week but no tests are given. During short weeks we will review during their Spelling time.

Please feel free to contact me throughout the school year if you have any questions or concerns. Our school number is 751-6506 and my email address is tammy.bopp@msd1.org.

#6

LaMoure Public School

2012-2013 School Year
William Job
Q4 Report Card Grade 2

Course	Teacher	Q1	Q2	Q3	Q4	Final
Language Arts 2	Mart, Kari	A	A	A	A-	A
Social St. 2	Mart, Kari	A+	A+	A+	A+	A+
Spelling 2	Mart, Kari	A+	A+	A+	A	A+
Math 2	Mart, Kari	A	A+	A	B	A
Science/Health2	Mart, Kari	A+	A	A	A+	A
Phy.Ed. 2	Haugen, Derold	S+	S+	S+	S+	S+
Music 2	Drege, Becky	S+	S	S	S	S
Penmanship 2	Mart, Kari	S	S	S	S	S

Q4 GPA: 96.40

GRADE SCALE

A+	99-100	C+	86-87
A	96-98	C	82-85
A-	94-95	C-	80-81
B+	92-93	D+	78-79
B	90-91	D	76-77
B-	88-89	D-	75
		F	0-74

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Tom D. Freier, EXECUTIVE DIRECTOR

#24 I

HB 1461
2/2/15

House Education Committee
February 2, 2015
HB 1461

Mr. Chairman and members of the House Education Committee, I am Shelle Aberle with the North Dakota Family Alliance, and NDFA wishes to go on record in support of HB 1461 as introduced.

NDFA supports the ability of parents to have the greatest influence on their children. Our commitment is standing with families as parents continue to exercise the primary responsibility in the education of their children.

As NDFA views all legislative bills dealing with education, we ask a number of questions:

- Does House Bill 1461 strengthen or weaken the right of parents to make decisions regarding what is best for their children and their education?
- Does House Bill 1461 strengthen or weaken parental control of our children's education?
- Does House Bill 1461 strengthen or weaken a parent's involvement in their child's education?
- Does House Bill 1461 impose standards on the education process that are age or demographically inappropriate?
- Does House Bill 1461 strengthen or weaken its collection of data and tracking of our children or individual family units?
- Does House Bill 1461 impose ideals that strengthen or weaken conservative values or undermine Christian heritage or legacy?

NDFA supports the ability of parents to have the greatest influence on the education of their children through their local school boards, the Department of Public of Instruction, and the legislature. We do not support a top down, federal approach to establishing standards, curriculum, and testing for our North Dakota students. Even with a certain amount of state participation, Common Core as it was developed is a federal not a state or local program.

A quote often attributed (but not proven) to Albert Einstein says, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." It does not matter if Einstein actually said that. What matters is that Common Core is based on a false premise that the government can mandate that every child can achieve the same thing at the same. It is discriminatory in its one size fits all application as not every child learns or excels the same way or at the same time. A national set of standards will not solve our multifaceted problems in education, and to say they will, is not only unrealistic, it's also irresponsible.

1

3220 18th St South Ste 8 · Fargo, ND 58104 · Phone: 701-364-0676
www.ndfa.org · admin@ndfa.org

Regarding the data collection on information of our children being secure, we all know that nothing is secure anywhere online as we have seen security breach after security breach in the local and national headlines. And, in December 2011, the U.S. Department of Education changed the FERPA regulations governing the release of student data to the private sector, without Congressional authorization to do. The new regulations "removed limitations prohibiting educational institutions and agencies from disclosing student personally identifiable information, without first obtaining student or parental consent."

From an educational point of view, it makes absolutely no sense to roll out these standards to the entire United States prior to ever testing them. Implementing the standards in this manner is only good for one thing - the profits of the publishing/testing companies which are quickly revealed in research. Unfortunately it is our children and country that could ultimately pay the price.

As we look at HB 1461 we approve of the ability for parents to maintain or strengthen their involvement, control and decision making regarding the education of their child(ren). We believe HB 1461 is a step in the right direction in protecting our families and preserving the values we adhere to in North Dakota and educating our children as individuals and not as units.

The North Dakota Family Alliance respectfully requests a Do Pass on HB 1461.

#24 5

HB 1461
2/2/15

To the Education Committee
In Support of HB 1461

February 2, 2015

Mr. Chairman and members of the committee, I am Beth Brown. I represent the members of Concerned Women for America of North Dakota. CWA is the nation's largest public policy women's organization. Education has been established as one of our seven core issues on which we focus our efforts. We are working to see excellence in academic achievement without governmental mandates that are detrimental to parent's rights.[1]

CWA of North Dakota is in strong support of HB 1461 to withdraw North Dakota from Common Core State Standards (CCSS) and the Smarter Balanced Consortium. It is of great concern that the "one size fits all" plan was never voted on and lacks involvement by teachers, parents, and state and local legislators. If these standards are adopted, state and local leaders cannot change Common Core content **or** the assessments. No adjustments can be made, even by a local school board. The repeal will help ensure that our state standards and the assessment process are an open and transparent process.

The simultaneous introduction of the Common Core and high-stakes testing of our student's mastery of those standards is troubling. Those opposed are not, as the Education Secretary Arne Duncan remarked, "white suburban moms who – all of a sudden – (realize) their child isn't as brilliant as they thought they were and their school isn't quite as good as they thought they were."[2] Actually, the estimated 16 billion dollar standards are opposed by prominent educators, bi-partisan policy-makers, teachers, parents and tax-payers.

We are not a splintered group of suburban mothers or right-wing extremists as the North Dakota Superintendent of Public Instruction, Ms. Kirsten Baesler has tagged us. Instead we are concerned North Dakotans who desire that our children not be subjected to an unscientific, untested educational experiment. We join a large group of concerned citizens from across our country. States that have thus far declined adoption of CCSS are South Dakota, Alaska, Nebraska, Texas, Virginia, Indiana, Minnesota which declined math standards and Mississippi which will sever ties from the Common Core testing consortium known as PARCC.[3]

Today, many states' current legislative bodies are debating the implementation of CCSS. There were about 100 bills to stop or change Common Core requirements introduced in state legislatures across the country, according to the National Conference of State Legislatures.[4]

In Iowa, a law to roll back Iowa Core to the 2006 standards is in subcommittee. In Kansas, the Committee of

Education is considering modification of the Common Core standards, to not allow dissemination of data without consent, and to not collect certain types of data. Wisconsin and Tennessee are considering modifying the requirements to implement Common Core.

Concerned Women for America of North Dakota agrees with North Carolina Lt. Gov. Dan Forest's recent testimony that Common Core's one-size fits all approach to educational standards won't work in our diverse country.

We are asking that North Dakota join other states in severing ties with the Common Core testing consortium. Please take into consideration how the Common Core State Standards Initiative was created by progressive, private educational insiders in Washington, D.C., and dangled as an incentive to the states by being tied to "Race to the Top" grants and "No Child Left Behind" waivers. The power to set educational standards is constitutionally reserved to the states, but the federal government is essentially bribing states to relinquish their rights.[5] Common Core uses untested standards and corporate sponsors' products. It is the end of state sovereignty over education.[6]

Data privacy is a concern, not only for consumers who have their private information in cyberspace hacked, but also for any family with children in school if we do not stop this federal takeover of education and withdraw North Dakota from Common Core and Smarter Balanced Consortium.[7] Regardless of promises by our Department of Education, the dissemination of data though the Council of Chief State School Officers, a co-holder of the Common Core Standards copyright, is another important reason to halt the implementation of Common Core State Standards and Smarter Balance in our state. The development of a system of statewide longitudinal data systems (SLDSs) that will track students from pre-K through college (and career) and undermines the rights of parents and students must be stopped. Target, Home Depot, JP Morgan and more than ten other financial institutions were hacked in a short period of 2014.[8] In fact our own military families' social media sites were hacked by Islamic State Sympathizers in January![9] Student data entered on the internet though the submission of each child's statistics is not only a violation of privacy, but it also has the potential of disclosing personal information to those with harmful intent.

I conclude with this, it is not the government's job to impose educational standards or take over the nation's schools. Education should be left at the local level where parents have the ability to interact with the school board and advocate for what is best for their child. CWA of North Dakota is committed to fostering and developing education at the state and local level. By supporting parental authority and upholding state's rights, CWA of North Dakota supports this bill which seeks to withdraw North Dakota from the Common Core State Standards and the Smarter Balanced Consortium.

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#25

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Grand Forks Herald

Andy Peterson: Common Core critic flunks core test: Accuracy

Andy Peterson

By **Andy Peterson** Today at 5:00 a.m.

BISMARCK – North Dakotans are a sensible bunch. We tend to endorse the political center; this includes Democrats and Republicans, although the Republicans have dominated state politics for some time.

Residents of our state value common-sense solutions and pragmatic compromise among political leaders. And when politicians venture out beyond voters' comfort levels, voters tend to make a change at the ballot box. This happened in our most recent election to a state senator and representative from the Republican Party, who lost their seats. We also saw the same happen to some of our federal elected officials when they took an unpopular vote on Obamacare.

North Dakotans have a way of moderating themselves. They are neither too far right nor too far left; our population is pragmatic and lives in the center.

Common Core, a set of educational standards, seems to be the next battleground where a few political leaders are prepared to take an ideological stand. Essentially, some legislators including Rep. Jim Kasper, R-Fargo, believe Common Core to be an unconstitutional, pushed-down-your-throat, Obama-led Washington initiative that will dumb down your kids.

6

To this end, Kasper has involved the American Principles Project and the Heartland Foundation. Both groups could reasonably be described as right-of-center think tanks.

Misguide of Jane Robbins

Recently, Jane Robbins of the American Principles Project, who has been in North Dakota once at my invitation, attacked North Dakota values by insinuating that our teachers, administrators and duly elected superintendent of public instruction are uninformed, too stupid to advocate for our students and guilty of handing our autonomy over to powerful interests in Washington ("N.D. can do better than Common Core," Page A4, Jan. 9).

I am offended, and so should be every parent, teacher, educational professional and business owner in North Dakota.

Handing over autonomy is not what the state did, and it's certainly not what our school boards, school administrators and teachers have done. Robbins has neither worked on the North Dakota Standards nor witnessed the vetting process the educators underwent.

Rather, she is using generalizations or anecdotes that she has heard about in other states and applying them to North Dakota.

I would take Robbins' words with a grain of salt. I also would suggest that Herald readers talk to their teachers, school boards and administrators. These people are the experts on North Dakota education, and they support the new standards.

The reality is this: Common Core is an initiative forwarded by governors, educators and the business community. It provides a set of standards for students and gives school districts the ability to provide and approve curriculum.

At the same time, it challenges teachers to make sure each and every student has the academic competencies to either go directly to work or on to higher education upon graduation from high school.

Robbins, in typical ideological fashion, suggests North Dakota carelessly allowed itself to get involved with Common Core by adopting a Washington initiative. Ironically, her own organization is based in the District of Columbia.

While North Dakota educators have endorsed nationwide standards, educators spent two years vetting those standards to make sure they reflected North Dakota educational standards and values. (Review the list of educators on the review committee and their districts for math and English standards at dpi.state.nd.us.)

This specifically counters Robbins' claim that North Dakota simply accepted all of the Common Core standards. Rather, the 60 educators selected the more rigorous standard; and more than 75 percent of the time, the more rigorous standard was Common Core.

Moreover Robbins insults the "unaccountable educrats" at the Department of Public Instruction. A quick check would have revealed that the superintendent of public instruction is elected by North Dakota voters; hence, the superintendent and the department are very accountable.

Robbins ought to check her facts before pontificating about how things work in North Dakota and spewing ideological blather.

North Dakota students, parents, educators, owners and operators deserve better than to be intimidated by ultra-right-wing Washington organizations.

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Jane Robbins
Answer to Andy Peterson

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TO THE EDITOR:

Creators and proponents of the Common Core national K-12 standards have found themselves unexpectedly having to defend the standards against a nationwide firestorm of opposition. It wasn't supposed to be this way -- the standards were to be adopted and implemented under the radar and presented to gullible parents as a *fait accompli*. But the parents turned out to be not so gullible.

As a guest speaker at a forum presented by the Greater North Dakota Chamber of Commerce last August, I was interested to read a recent pro-Common Core letter to the editor written by Chamber CEO Andy Peterson and others. The Chamber authors purport to clear up "misconceptions . . . touted by a vocal few," but instead parrot the shopworn misrepresentations developed by the standards' marketers. As the North Dakota parents who have done their homework already know, the truth lies elsewhere.

Regarding their claim that the Common Core standards were developed by "top leaders in our communities," the authors should have delved beneath the talking points. If they had, they would have discovered that the standards – which are owned and copyrighted by two private trade associations in Washington, D.C. -- were drafted by essentially five people, none from North Dakota; even the "development" teams that were assembled for show included no North Dakotans. The standards were then submitted to a "validation" process that was little more than a rubber stamp. The only two content experts on the Validation Committee, Dr. Sandra Stotsky and Dr. James Milgram, were so disgusted by the charade and by the deficiencies of the resulting standards that they refused to sign off.

But didn't North Dakota educators, as the Chamber authors claim, "vet" the standards in a transparent process and adopt them as they adopt all standards? Not quite. To be sure, the Department of Public Instruction went through the motions of a North Dakota review. But here is what the DPI told teachers who participated in its September 2010 survey on which the adoption decision was based: "The State of North Dakota has been invited to adopt the verbatim language and content of the Common Core State Standards . . . . To adopt the Common Core Standards requires the state to not alter any actual Common Core Standards language . . . ."

Standards Adopted By ND

These were the ground rules governing the North Dakota "vetting" process – verbatim, all or nothing, with no revisions allowed. Clearly, the

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ultimate decision was to adopt a set of standards created by people outside the state, with North Dakota oversight in name only.

Regarding the quality of the standards themselves, the Chamber authors confidently proclaim that the standards are "incredibly valuable" and that they will "ensure [students] are . . . ready for work or for college right out of high school." Really? Based on what? The Common Core standards have never been tested or piloted anywhere, and indeed are acknowledged to be considerably less rigorous than many of the state standards they replaced. What gives their proponents such supreme confidence that Common Core is the magic bullet to solve our education problems?

In English language arts, Common Core replaces content knowledge with what Dr. Stotsky labels "empty skill sets" that will not prepare students for authentic college coursework. The standards also diminish the study of classic literature in favor of nonfiction "informational text" of the type students may find in their entry-level jobs (after all, Common Core consists more of workforce-development training than genuine education). This theory – that exposure to technical manuals rather than great stories will make students better readers, and ultimately better employees – is not only preposterous on its face, but refuted by all available research.

The Common Core math standards are even less likely to achieve the lofty results touted by the Chamber authors. One of the lead authors of the math standards admits that they are not designed to prepare students for STEM (science, technology, engineering, and math) studies in college. How could they, when they include no trigonometry or calculus and stop with an incomplete Algebra II course? And as Dr. Milgram of Stanford University points out, Common Core's mandated "reform math" techniques stand in stark contrast to the traditional techniques employed by the highest-achieving countries.

Why are the Chamber authors so certain that such mediocrity (to be generous) will catapult our students into educational excellence? Since they claim that North Dakota experts are sure of this as well, perhaps they would supply the names of the university professors in mathematics, the sciences, and engineering who have reviewed the Common Core math standards and believe them to be capable of preparing students for studies in their disciplines.

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But, the Chamber authors claim, Common Core "raises the bar" over North Dakota's previous standards, which "received" low grades. Received from whom? In fact, this "grading" was done by an education think tank that has received over $7 million from the Gates Foundation, much of which has gone to promote Gates's pet education project – the Common Core national standards. These grades are therefore suspect from the outset. And if raising the bar is what we're after, why not adopt the state standards that even this grader had to admit were superior to Common Core? Why settle for less than the best?

The authors close by implicitly admonishing parents to stop bucking the "experts" – to accept decrees from on high, from unaccountable educrats at DPI – or, more accurately, in Washington -- who after all have education degrees that parents may not have. But the more parents learn about Common Core – the more they see of it at their kitchen table every night – the less they like it. And the less they're willing to kowtow to the opinions of distant dictators who have little understanding of what is actually happening in the classroom, and the real-world consequences of Common Core's pseudo-education. North Dakota can do so much better than Common Core.

Jane Robbins
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#25B

INFORUM

Forum editorial: Education opponents fool a few

Posted on Jan 17, 2015 at 11:40 p.m.

Rep. Jim Kasper's proposal to force North Dakota to scrap Common Core standards is ideological claptrap masquerading as education reform. The Fargo Republican has swallowed whole an anti-education manifesto peddled by a well-funded out-of-state cabal that could care less about North Dakota's public schools. He's happily become the lead mouthpiece of an insulting and dishonest campaign against North Dakota's best educators and local curriculum developers. By inference and association, he has devalued the work of classroom teachers and school boards, and has dismissed the learning priorities of students and parents.

And why? Because he believes new education standards, which were developed by North Dakotans for North Dakotans, are part of a President Barack Obama-led plot to take over public schools. When pressed on how he knows what he says he knows, his answer is: "Well, some of us know what the truth is, but we're trying to get it to the light of day."

Not to put too fine a point on it, but Kasper comes off as being just shy of membership in the tin foil hat club. You know the script: The truth is out there … (Cue up spooky music.)

This is serious business. It's about the future of North Dakota public education in a demanding labor market. It's about the state's standing in education achievement. It's about preparing young people for a world, which, despite what Kasper and his ilk seem to believe, does not end at the state line.

The standards will give students access to the tools to excel. An honest perusal of the standards will find nothing sinister or partisan. Rather, what emerges from the grass-roots work is a set of learning challenges and methodologies that go directly to the knowledge and skills students must master. The standards constitute a framework of goals. Classroom teaching and state/local curricula create the tools to reach the goals.

Kasper and like-minded opponents of the standards want to politicize education and demonize Common Core. The gullible will fall for it. Bitter partisans who reject anything that offers an optional federal component, however small, see a chance to use the program to advance their political and ideological agendas – and the kids be damned.

It's ironic that Common Core foes claim the feds are lusting after control of public schools, which is a straw man. What is true is that the out-of-state organization coordinating the anti-education campaign won't reveal its funding sources. When a leader of the group was pressed, she declined to say where the money comes from. If anything is sinister in all this, it's that secret money is attempting to influence public education in North Dakota.

Kasper, who seems quite cozy with the dark-money crowd, should reveal the source of the stealth money (if he's been clued in). But whether that happens has no bearing on the Legislature's responsibility. If Kasper's legislation reaches the full House, it should be hammered into oblivion. And for lawmakers who support Kasper's bill: dunce caps.

Forum editorials represent the opinion of Forum management and the newspaper's Editorial Board.

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Attachment #26 HB 1461 2/2/14

A citizen petition urging the ND Legislature to STOP COMMON CORE in North Dakota

WHEREAS, the Common Core State Standards (CCSS) are a set of academic standards, promoted and supported by private organizations as a method for conforming American students to uniform ("one size fits all") achievement goals to make them more competitive in a global marketplace, and

WHEREAS, Proponents of CCSS received tens of millions of dollars from private third parties to advocate for and develop the CCSS strategy, subsequently created the CCSS through a process that was not subject to any freedom of information acts or other sunshine laws, and never piloted the CCSS, and

WHEREAS, even though Federal Law prohibits the federalizing of curriculum , the current administration accepted the CCSS plan and used 2009 Stimulus Bill money to reward the states that were most committed to the president's CCSS agenda; but, they failed to give states, their legislatures and their citizens time to evaluate the CCSS before having to commit to them, and

WHEREAS, the CCSS program includes federally funded testing and the collection and sharing of massive amounts of personal student and teacher data, and

WHEREAS, the CCSS effectively removes educational choice and competition since all schools and all districts must use Common Core 'assessments' based on the Common Core standards to allow all students to advance in the school system and to advance to higher education pursuits;

THEREFORE: As a North Dakota citizen, I urge you to stand up for students, teachers, and parents by voting to Stop & Repeal ~~Common~~ Core in North Dakota at every opportunity.

Signed: [signature] Date: 1-31-15

Email or phone: 701-214-3464

Address: 208 10th Ave NE

Mandan ND 58554

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2/2/15
K. Baesler

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Comparison Studies of the Common Core State Standards for Mathematics and English Language Arts to the North Dakota Content Standards

On June 2, 2010, the National Governors Association and the Council of Chief State School Officers released the Common Core State Standards for English language arts and mathematics. These Common Core State Standards represent a nationwide effort to define consistent, rigorous college- and career-ready content standards for students in grades kindergarten through high school. To learn more about the Common Core State Standards efforts, please refer to the following website .

Following the release of the national Common Core State Standards, the North Dakota Department of Public Instruction commissioned a comparative study that analyzed the differences and similarities between the current North Dakota State Content Standards and the national Common Core State Standards. This comparative study, conducted by Mid-continent Research for Education and Learning (McREL), adopted a study model that analyzed comparability from the North Dakota state standards perspective to the Common Core State Standards perspective and then vice versa. Each manner of review produces slightly different and revealing comparisons. This study produced four distinct documents, which are listed below.

These four documents formed the basis for the development of the next generation of North Dakota state standards, which may be based on the national Common Core State Standards. The drafting of new state content standards in English language arts and mathematics began in the Summer, 2010, with committees of respected statewide educators, spanning kindergarten through university levels. The drafts of content standards may be viewed at the following website, under "Current Standards".

August 18, 2010

Mathematics

- *Comparison of the Common Core State Standards for Mathematics to the North Dakota Mathematics Content Standards, Grades K–12*
- *Comparison of the North Dakota Mathematics Content Standards to the Common Core State Standards for Mathematics, Grades K–12*

English Language Arts

- *Comparison of the Common Core State Standards for the English Language Arts to the North Dakota English Language Arts Content Standards, Grades K–12*
- *Comparison of the North Dakota English Language Arts Content Standards to the Common Core State Standards for English Language Arts, Grades K–12*

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Kirsten Baesler
State Superintendent
Robert J. Christman
Deputy Superintendent

February 2, 2015

Memo To: Representative Nathe, Chairman
House Education Committee

From: Steph Gullickson, Director
Fiscal Management

RE: Cost of Standards Development

During the hearing today on HB 1461 the question was posed as to the costs ND Department of Public Instruction incurred while developing English Language Arts and Mathematics state standards. Please accept this memo as a response to your request.

During the standards development phase, the costs included a gap analysis, or the crosswalk spoken about during testimony today, showing the differences between the current standards and the standards based on the Common Core. There were also expenditures for the teachers that served on the development team, and facilitation and technical support that totaled $ 510,133. This was considered the first phase or development phase of the standards.

The second phase included costs also referred to today during testimony for creating templates that would assist the local school districts in their standards implementation. In addition, ND Department of Public Instruction also provided financial support through the Regional Education Associations in the form of grants to further assist local school districts in the new standards implementation. The expenditures for this phase totaled $ 1,112,020.

Feel free to contact me with any questions or if there is further information that you need. I am available to provide any necessary assistance and can be contacted at 701-328-2176 or sgullickson@nd.gov.

#2 HB 1461

15.0289.06003
Title.

Prepared by the Legislative Council staff for 2/4/15
Representative Kasper
February 3, 2015

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1461

Page 1, line 1, after "A BILL" replace the remainder of the bill with "to create and enact two new sections to chapter 15.1-02 and a new section to chapter 15.1-21 of the North Dakota Century Code, relating to contractual obligations and the suspension of state assessments; to provide for the creation of a North Dakota standards development committee; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Withdrawal from contractual obligations.

1. On the effective date of this Act, the superintendent of public instruction shall provide written notification to any and all parties with whom the superintendent has contracted and indicate that the state of North Dakota, whether as a state or acting by and through the superintendent of public instruction, in the superintendent's capacity as the chief administrative officer of the North Dakota department of public instruction, is required by this section to withdraw immediately from all participation in or obligations otherwise incurred as a result of the contract, if the contract was signed before the effective date of this Act and if the contract in any way, directly or indirectly, pertains to content standards or the assessment of North Dakota students.

2. On the effective date of this Act, the superintendent of public instruction shall provide to the legislative management a certified copy of all notifications of immediate withdrawal required under subsection 1, together with a sworn or affirmed statement that the superintendent of public instruction has no knowledge of any other documents or commitments that fall within the expressed requirements or the expressed intent of this section.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Superintendent of public instruction - Authority - Limitation.

1. Without statutory authorization by the legislative assembly, the superintendent of public instruction may not commit this state or any political subdivision of this state to participate, at any level, in any organization, consortium, association, or like entity, if the participation requires, will require, or potentially could require either an expenditure of public funds or changes in the laws of this state.

2. Without statutory authorization by the legislative assembly, the superintendent of public instruction may not be a signatory to any

document that commits this state or any political subdivision of this state to participate, at any level, in any organization, consortium, association, or like entity, if the participation requires, will require, or potentially could require either an expenditure of public funds or changes in the laws of this state.

SECTION 3. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

State assessments - Administration - Suspension.

Notwithstanding any other law, the administration of state assessments is suspended for the period beginning with the effective date of this Act and ending on June 30, 2017.

SECTION 4. NORTH DAKOTA CONTENT STANDARDS DEVELOPMENT COMMITTEE - DUTIES.

1. The North Dakota content standards development committee consists of:

   a. One individual who is a content expert in the area of English language arts and currently employed at an institution of higher education in this state;

   b. One individual who is a content expert in the area of mathematics and currently employed at an institution of higher education in this state;

   c. One school district superintendent employed by a district that is not similar in size to that which employs the individual referenced in subdivision d;

   d. One school or school district administrator other than a superintendent;

   e. One individual with a masters degree currently employed by the board of a school district in this state to teach English language arts at the high school level;

   f. One individual with a masters degree currently employed by the board of a school district in this state to teach mathematics at the high school level;

   g. One individual with a masters degree currently employed by the board of a school district in this state to teach English language arts at the elementary level;

   h. One individual with a masters degree currently employed by the board of a school district in this state to teach mathematics at the elementary level;

   i. One individual who by education and experience is familiar with educational technology; and

   k. Four members of the legislative assembly.

2. a. Each individual referenced in subsection 1 must be selected by a panel consisting of the speaker of the house of representatives, the president pro tempore of the senate, the majority and the minority

leader of the house of representatives, and the majority and the minority leader of the senate.

b. Each individual referenced in subsection 1 must be selected with due regard to the creation of a committee that has balanced perspectives and the capability of fairly and objectively assessing all information to come before it.

3. The committee shall meet at the call of the superintendent of public instruction, who shall serve as the chairman. The superintendent of public instruction may cast a vote only if needed to break a tie.

4. a. The committee shall develop North Dakota content standards for each grade from kindergarten through twelve, in the areas of English language arts and mathematics.

b. The standards must be internationally benchmarked to ensure that North Dakota students are prepared to achieve and succeed in a knowledge-based globally competitive society and economy. For purposes of this subdivision, "internationally benchmarked" means highly correlated to standards used in high-performing countries, as defined in accordance with scholastic performance rankings published by the program for international student assessment and the trends in international mathematics and science study.

5. Before August 1, 2016, the committee shall present the completed content standards to the legislative management, together with any recommendations regarding the adoption of the standards.

SECTION 5. EMERGENCY. This Act is declared to be an emergency measure."

Renumber accordingly