

October 30, 2013

Dear Chairman Thiesfelt and Chairman Farrow, and Members of the Senate and Assembly Select Committees on Common Core State Standards:

I am unable to testify in person, but would like to submit my Opposition to Common Core in Wisconsin. Other than attending local Village Board meetings, I have been largely absent from the legislative process in our state. However, as a parent, husband of a teacher, and taxpayer, this subject has caused me to stand.

Foremost, it should be abundantly clear after 3+ years of implementation efforts, that Common Core State Standards adoption has very little to do with improving education for our children. Common Core is about Control – control by the Federal department of education rather than our state and local school districts. If this is such a great program, why was it hidden within the American Recovery and Reinvestment Act of 2009? This has been affirmed by Superintendent Evers' recent threat to appeal directly to the Wisconsin Supreme Court if legislation is passed opposing Common Core adoption. Why were there no public hearings or statewide referenda prior to the state department of education signing on to Common Core adoption? Superintendent Evers has abused his power and ignored our state statutes. I hope Governor Walker and the legislature will prevent the DPI from circumventing local control of our Wisconsin schools. I do not want precedence established that would undermine existing state statutes which guarantee local control of schools.

My wife is a kindergarten teacher in the Wausau School District. Despite the early stages of implementation, I can already attest to the negative effects of common core adoption on her students and herself. My wife knows far more about educating young children in a caring and companionate setting than Secretary of Education Arne Duncan.

I noted that previous testimony sessions and submissions included several references to and inclusions of WI DPI's "Top 5 Reasons to Support the Common Core State Standards". Again, where was this campaign prior to the DPI adoption in 2010? I would like to counter that support with a list of reasons I Oppose Common Core (adapted from FreedomWorks). I understand these are rather qualitative statements, but that seems to be all that is necessary to satisfy Tony Evers and the DPI.

#### 1. Common Core is a Federal Takeover of Education

The ultimate goal of Common Core is to have every school district follow the same national standards. This is a failed educational approach that will undermine educational quality and choice. States and local communities better know how to design standards based on their students and parents' needs than Washington bureaucrats.

#### 2. Common Core is Bad for Students

Common Core is a one-size-fits-all education policy that assumes every student learns exactly the same. A top down and centrally controlled standards will hurt students' creativity and learning. Good education policy realizes that all students have different learning styles, preferences, and paces. Sandra Stotsky, a professor at the University of Arkansas, who served on the committee to validate Common Core standards said, "The standards dumb American education down by about two grades worth." Some states would have to move their standards backwards to comply with Common Core standards. There is simply no evidence that centralizing standards will raise student achievement.

### 3. Common Core is Bad for Parents

Parents will not have a say in their child's education under Common Core. They will not be able to suggest changes to their local school's standards or enroll their child in another public school with better standards. Common Core would limit parental choice and shut their voices out of their child's education.

### 4. Common Core is Bad for Teachers

Teachers would have little control over their classrooms under Common Core. They will be forced to comply with standards decided upon by federal bureaucrat. This leaves little to no room for teachers to innovate to meet the unique needs of their students.

### 5. Common Core is Bad for Taxpayers

Despite significant developmental support from the Bill & Melinda Gates Foundation (BMGF) and other wealthy progressive educational groups, Common Core has a hefty price tag that will be paid by state taxpayers. Did the DPI conduct any financial assessment prior to signing on our behalf? Washington State Office of Superintendent of Public Instruction estimates that Common Core will cost the state \$300 million. California Department of Education estimates it will cost \$759 million to implement the nationalized standards. In Iowa the cost of test assessment now is \$3.50 per student. Under Common Core, it will be \$22.50 per student. Common Core will cost taxpayers a lot of money without improving education quality.

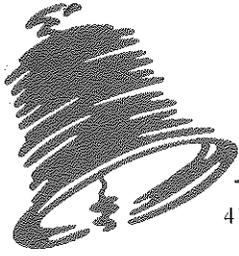
The program is utility is really quite simple. Assessments and data collection drive common core. Common Core Standards/Race to the Top will produce:

National standards → national tests → national curriculum → teachers' salaries tied to students' test scores → teachers teaching to the test each and every day → national indoctrination of our public school children → national databases = failing future.

Is Common Core really an improvement and wise investment in the education and future of our children?

Thank you for your time, service to our state, and your due diligence effort.

Andy Szekeress  
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# WAUSAU SCHOOL DISTRICT

## Longfellow Administration Center

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*Dr. Kathleen Williams, Superintendent of Schools*

CCSS Legislative Hearing Testimony

October 30, 2013

My name is Amy McGovern and I am the Reading Specialist for the Wausau School District. In my position, I am privileged to work closely with teachers and students in pre kindergarten through grade 12. Together, our teachers and administrators have spent the last three years unpacking the details of the Common Core State Standards in English Language Arts and Mathematics.

I will share just a snap shot of the thousands of hours of work teachers have already put into the English Language Arts Standards, developing common assessments, cultivating appropriate curriculum, and teaching collaboratively.

Though not even a part of the Common Core State Standards, our pre-K teachers adopted a new developmentally appropriate early literacy program designed to encourage oral language development and to lay the foundation for the pre-skills students need in order to climb the ladder of literacy in kindergarten and beyond.

Besides reading, writing is the most complex task we ask of our students. The Common Core State Standards set the bar high. We know we must teach writing differently to meet the targets. We know that in the absence of clear targets, progress is difficult to measure. At kindergarten through fifth grade, for the first time ever, we implemented District-wide writing prompts asking students to explain or persuade. We require our third through fifth grade students to read passages and use evidence to support their statements. Our teachers wrote these prompts, crafted to be age appropriate, with a keen eye on the Common Core State Standards and the demands of real world writing.

Our middle school and high school teachers completely revamped our English Language Arts curriculum, and used Curriculum Companion as a guide. Students are responding positively to the challenges of our new curriculum. They read excellent literature and construct detailed, written responses.

Thanks to the Common Core State Standards, we reflect on our curriculum, practices, and expectations at every grade level. From the teaching of foundational skills, which align with the science of reading, to the complex task of writing in all its forms, to the ongoing pursuit of disciplinary literacy at every grade level and across all content areas the end goal is the same: Students who can think critically and communicate proficiently in all modalities.

The Common Core State Standards are a vehicle for change, change that is long over-due. On behalf of the teachers of the Wausau School District I implore you to maintain the Common Core State Standards. Allow our students the opportunity to reach and exceed these targets, which are significantly more challenging than our previous standards.

Please honor the extraordinary time, energy, and effort teachers across our District have put into the ongoing work of learning the standards and planning instruction that will help students meet and eventually exceed them. We all want students who are well rounded, articulate, literate, problem solvers with diverse interests. The Common Core State Standards support the Wausau School District's mission to advance student learning, achievement, and success. Thank you for allowing me to speak in support of the Common Core State Standards.

Amy McGovern  
Reading Specialist  
Wausau School District

**Definition of 'unpacking the standards':** Professional development days are delineated for guided examination of the standards. The goal is to develop a deep understanding of the end of the year grade level targets and to recognize the interconnectedness between grade levels and strands. The 'unpacking' process is time consuming and requires on-going dialog and reflection.

To: Senate and Assembly Select Committees for Review of the Common Core State Standards Initiative

From: Gus Knitt, District Administrator, and Pardeeville Area School District

Subject: Common Core Standards Initiative Legislative Hearing Testimony

Date: October 30, 2013

My name is Gus Knitt and I am the District Administrator of the Pardeeville Area School District. I am very excited about implementing the Common Core State Standards because for the first time in my 35 years of education there are now standards that are not going to be achieved by our students sitting and listening to lectures every day or by doing a number of worksheets and then demonstrating on a test how well were able to memorize facts. Because of the Common Core State Standards, students will need to have a deeper understanding of subject matter, learn how to think critically, and apply what is being learned to real life situations.

During my years in education I have had numerous opportunities to talk to parents who home school their children. One of the complaints about public education I heard from those parents was that there was too much memorization and not enough inquiry and critical thinking in public school curriculum. Finally the Common Core State Standards allows school district to build curriculum that is similar to the curriculum that is used in successful home school settings.

But what is just as important is that for the first time in my years in public education in Wisconsin, the Common Core State Standards specifically deal with groups of students who educators have struggled with in trying to implement either local or the State of Wisconsin Standards. These are the English language learners, students with disabilities, and gifted and talented students.

In the Pardeeville Area School District, we have been working on developing curriculum since 2010 based on the Common Core Standards. We have been working on Common Core State Standards for English Language Arts, Common Core State Standards for Mathematics, and Common Core State Standards for Literacy in All Subjects. In all three manuals provided by the Department of Public Instruction there are sections that specifically address how to meet these standards with students who are English language learners, students with disabilities, and students with gifts and talents. This has been invaluable to our teachers who as they become more familiar with the Common Core State Standards are able to use the guidelines provided to challenge each of those special groups of students and give them the quality education they deserve.

Former Florida Republican Governor Jeb Bush said it best recently; when he said "I understand there are those opposed to the standards. But what I want to hear from them is more than just opposition. I want to hear their solution for the hodge-podge of dumb down state standards that have created group mediocrity in our schools. Criticism and conspiracy theories are easy attention grabbers." I have read people's criticism of the Common Core State Standards but I have not seen those people propose any alternative standards for educators to review and compare with the Common Core State Standards. Common Core State Standards certainly are not perfect, but they are better than anything we have had up to this point in time.

Thank you for the opportunity to testify about my concerns as a parent. We are here today because parents and taxpayers were not part of the discussion. Let me emphasize this not political. Even Randi Weingarten, American Federation of Teachers union president, said "There is serious backlash in lots of different ways on the right and on the left." (see attached article)

I will highlight only two of my many concerns. The first concern is with the assessment element of Common Core. The high-stakes testing is causing undo pressure on students where it is already implemented. The Smarter Balanced Test requires 23 hours of testing over several days. This is robbing teaching time.

The Washington Post published a letter from world-renown author Maya Angelou and over 120 authors to President Obama asking for "We call on you to support authentic performance assessments, not simply computerized versions of multiple-choice exams. We also urge you to reverse the narrowing of curriculum that has resulted from a fixation on high-stakes testing....Teachers, parents and students agree with British author Philip Pullman who said, "We are creating a generation that hates reading and feels nothing but hostility for literature."" (attached article)

Long Island NY Superintendent Joe Rella said, "Common Core testing is hurting our children and it needs to stop....Any test designed to have 70% of students fail is abusive." "We are helpless and demoralized."

<http://www.youtube.com/watch?v=SR6EuvDmopk>

What opportunities will be closed to those students who don't test well? As my children recite the pledge of allegiance to this republic they believe they will be given liberty to choose their career. Is Common Core testing geared to identify a child's strengths and weaknesses early to guide them through high school to specific careers like in Germany? Many students for reasons unknown struggle in school then one day it clicks. I know many individuals where this is the case. What opportunities will they be denied because they develop later in their school career?

Standards developed by the state do not require high-stakes testing. Decouple from the copyrighted Common Core but offer Wisconsin students high standards without the high-stakes assessment.

My other concern is the data gathering aspect of Common Core. Wisconsin Department of Public Instruction has received from the federal Department of Education a total of \$~~21~~<sup>31</sup>M for the creation of longitudinal data systems. My source is the National Center for Educational Statistics.

The National Center for Educational Statistics has listed over 400 educational and personal data elements as the goal for these longitudinal data systems. I have printed one page of the 56 pages which show what is being proposed as necessary information. The government website address is noted so you can peruse the other 55 pages.

Is our children's private and highly personal family information safe from leaks? The information gathered is protected under the Family Rights and Privacy Act of 2011 also known as FERPA. However, 34 Congressional members challenged Secretary of Education Arne Duncan on the changes the DOE has made in interpreting the Family Rights and Privacy Act. The DOE has bypassed Congress to change the FERPA simply by redefining designating Authorized Representatives to receive Personally Identifiable Information as any federal agency including the Comptroller General, Attorney General, and anyone who receives federal funds. The attached technical brief even covers what to do when the personal identifiable information is breached.

*attached*

This alone should raise enough concerns for Wisconsin to opt out of all data gathering.

Parents want high standards, but the other aspects of federal data gathering and high-stakes testing are not right for Wisconsin students.

Gayle Marshall

Weston, WI 54476

**2. Accountability.** Common Core demands accountability, high standards, and testing—not the low expectations and excuses that many politicians and the establishment have permitted.

**3. School choice.** The information that comes from standards-based testing gives parents a common yardstick with which to judge schools and make informed choices. In the end, Common Core is not a national curriculum—the standards were written by governors and local education officials, and they were adopted by each state independently.

**4. Competitiveness.** While the U.S. dithers, other countries are eating our lunch. If we don't want to cede the twenty-first century to our economic and political rivals—China especially—we need to ensure that many more young Americans emerge from high school truly ready for college and a career that allows them to compete in the global marketplace.

**5. Innovation.** Common Core standards are encouraging a huge amount of investment from states, philanthropic groups, and private firms—which, in turn, is producing Common Core-aligned textbooks, e-books, professional development, online learning, and more. Online learning especially is going to open up a world of new choices for students and families to seek a high-quality, individualized education. It's as if the whole world is moving to smart phones and tablets while you're sticking with a rotary.

**6. Traditional education values.** The Common Core standards are worth supporting because they're educationally solid. As I explained earlier, they are rigorous, they are traditional—one might even say they are "conservative." They expect students to know their math facts, to read the nation's founding documents, and to evaluate evidence and come to independent judgments. In all of these ways, they are miles better than what Wisconsin had in place before.

We see the Common Core as a conservative triumph. The standards are solid and traditional. They don't give in to moral relativism, blame-America-first, or so many other liberal nostrums that have infected our public schools.

Let me finish with a question. If Wisconsin backs away from the Common Core, or the Smarter Balanced assessments, then what? Are you really going to return to your lousy standards and ridiculously easy tests? If not, what process will get you to better standards than the Common Core? Perhaps even more critically, if you don't use the common assessments, how are you going to develop an alternative, with less than eighteen months to go until these tests are to be given for the first time? An independent study in Indiana found that if that state pulled out of the common assessments, it would have to spend \$30 million to replace it with something home grown. Are you prepared to spend that kind of money to placate concerns that are largely based on misinformation and fear?

Wisconsin took a big step forward with the Common Core. Your educators are three years into this effort. Teachers have been retrained. New textbooks purchased. A new assessment is about to be field tested. Higher standards finally have momentum in the Badger State. Don't slow down—or turn back—now.

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As a parent, I find that the political agenda pushed in Common Core Curriculum that is very poorly disguised as English and Math, is inappropriate for any educational standards set by any public school system. Hence I think that our public schools should reject the said Common Core Curriculum.

## Common Core IS Right for Wisconsin

1. Common Core Standards have nothing to do with the federal government or President Obama. They started at the National Governors Association from which a bipartisan group of governors working with educators from the Council of Chief State School Officers determined that the states could do better in preparing students in what colleges and employers wanted them to know in the core areas of math and literacy. The standards were drawn up by researchers and experts from states whose students excelled in these areas. The idea was to teach fewer concepts that were deemed most crucial and to make students understand and analyze, actually to think.
2. Senator Rand Paul representing the Tea Party complains about the loss of local control. Which is more important? Having our kids have the skills they need to successfully compete for a good job wherever it is or tying them to less demanding jobs that might be available locally. His argument reminds me of the "barefoot and pregnant" reasoning to keep women at home.
3. Peter Weinschenk in a commentary in the City Pages believes Wisconsin can only attract low paying jobs such as "bartending, childcare work, maid, carpenter and cook". What he misses is that Minnesota attracts a much higher category of jobs with much better pay because their workforce is better educated than is Wisconsin's. Jobs will not come where there are not the workers qualified to fill them. Not improving our standards with Common Core will doom our state and our children to income and standards of living which are lower than in many other states.
4. This is also true when we compete with other countries for jobs and end up outsourcing jobs overseas. This is also happening at a time when pay is increasing in the less developed countries of the world so our workers would be able to compete on pay scales if they had the skills to do the jobs. We also often have to import foreign workers for jobs here when we don't have the educated workers that employers need.
5. Wisconsin students also should be able to compete in schools in other states should their families have to move for economic or other reasons. Common Core has been adopted in 46 states with only Alaska, Nebraska, Texas and Virginia abstaining. A 2010 study by the Thomas B. Fordham Institute found that the new standards were higher than the existing state standards in 39 states and about the same as those in the remaining states. We do not need to worry that by adopting them Wisconsin lowered its standards. Hopefully, when the Common Core standards in science are developed, Wisconsin will adopt those too.

Carolyn H. Bronston

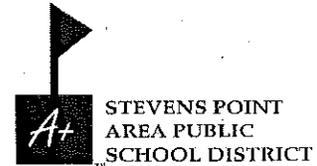
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See Time Magazine, September 30, 2013

Attila J. Weninger, Ph.D., Superintendent  
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**Select Committees for Review of the Common Core State Standards Initiative  
Northcentral Technical College - Wausau, Wisconsin - October 30, 2013  
Testimony of Attila J. Weninger, Ph.D., Superintendent, Stevens Point Area Public School District**

Good afternoon honorable members of the Select Committee for Review of the Common Core Standards Initiative. I am Attila J. Weninger, Superintendent of the Stevens Point Area Public School District, serving the communities of Junction City, Stevens Point, Plover, Park Ridge, Whiting, and several towns and villages in Central WI. We have a District staff of 1,000 employees, and we educate approximately 7,300 students each day so that they may be successful in their chosen fields.

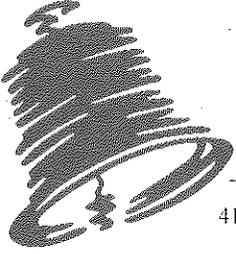
Our District strongly and unequivocally supports the current Common Core Standards Initiative and the exemplary work that teachers, administrators, schools, and districts throughout Wisconsin have done in order to prepare students for the rigorous Smarter Balanced Assessments yet to come, and for whatever state-wide assessment Wisconsin develops. As a direct result of the work done in our District, our students have been exposed to a more rigorous curriculum than ever before, challenged to perform at much higher levels, and have received greater educational and mind growing experiences they otherwise would have had.

We have increased fidelity to the common core standards and best practices by teachers, vertically aligned grade level to grade level K-12 knowledge and skills, and are developing ways to achieve mastery at the system level. Because objectives are defined and scope and sequence are aligned, our data and its analysis are significantly more effective leading to strategic, research-based teaching methods, brain compatible environments, and increased student engagement techniques. Intellectually, students are more engaged, going deeper into the content, and enthusiastically immersing themselves into more sophisticated content than ever before. That is what learning is all about.

We have focused on mastery and strengthening the transitions between critical grade levels of 6-7, 9-10, and 12 to college/university, military, or world of work. Common Core work has enhanced our community business, college, and university partnerships as we collaboratively develop new pathways for learning that integrate real world expectations for career and college readiness, and at the same time provide for college credit while in high school. Increased alignment has also enabled us to effectively begin reducing gaps in student performance among majority students, socio-economically challenged, ELL, and Special Education students. In other words, it has provided a higher set of standards, expectations, curriculum, best practices, and opportunities for students in the gap areas.

For example, our Math steering Committee has done extensive research into the CCSS Algebra, Geometry, Algebra 2, and Pre-Calculus and students are now expected to solve real-world, meaningful applications of the content that they are learning. Teachers require estimations, predictions, trial and error, applications, and higher order questioning, as well as infusing modeling throughout every unit. They are focused on reading literacy in application problems, so the students must apply literacy skills to solve each problem, and analyze the results.

If we do not adhere to the work that has and continues to be done with the current Common Core Initiative, we will have lost precious time with our students, dismissed the time and skills of our teachers, and once again, misused valuable taxpayer support for an initiative that will result in keeping Wisconsin at the top of our national educational system. I would strongly urge you to honor, respect, and recognize the work and accomplishments to date, and to wait for the data from assessments to prove to you, our students, teachers, parents, and communities that it was and remains in the best interests of Wisconsin students.



# WAUSAU SCHOOL DISTRICT

## Longfellow Administration Center

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*Dr. Kathleen Williams, Superintendent of Schools* Oct. 30, 2013

Hello, my name is Jason Myers. Since April 2013, I have served as the Kindergarten through 12th grade Math Curriculum Specialist for the Wausau School District. In the 15 years prior to taking on this responsibility, I was a secondary math teacher.

The teachers in the Wausau School District have dedicated the better part of the past three years collaborating to create robust instructional tasks, common assessments, and a District-wide mathematics scope and sequence. Together, we have spent thousands of hours at every grade level modifying our math curriculum offerings, adapting our instructional practices, and raising our expectations for student learning. Each of these changes has enriched our students' learning experiences and contributed to our progress towards a guaranteed and viable mathematics curriculum.

I personally developed a true appreciation for the common core standards after spending a year working alongside our Algebra 1 team to properly align our school's curriculum with both the common core content and the standards for mathematical practice. The time and effort put into implementation revealed to me that the emphasis of the common core standards is based upon our students' development of deeper understandings, critical thinking skills, and establishing connections via application. Aligning our curriculum with these standards has fostered an appreciation among teaching staff for establishing those connections for our students throughout the curriculum. It is often said that we are preparing our students for careers that have not yet been invented. Thankfully, the common core standards foster a classroom environment where students learn strategies for solving problems they have not yet seen.

Please take into consideration the overwhelming positive effects the Common Core State Standards have had across our District. These standards have inspired an honest and long overdue re-evaluation of how we teach mathematics. In Wausau, we believe in the expectations of the Common Core State Standards. The Common Core State Standards support the Wausau School District's mission - To advance student learning, achievement, and success.

Thank you for the opportunity to provide testimony in support of Wisconsin's adoption of the Common Core State Standards.

Jason Myers

## TESTIMONY: AGAINST Common Core State Standards

Loretta Baughan, N1166 High Ridge Rd, Merrill WI 54452, 715.539.0863, autumnskye@wildblue.net  
Special Committee Hearing, Wausau WI, October 30, 2013

Esteemed state Senators and Assemblymen, thank you for the opportunity to be heard.

From the perspective of an elected school board member, I'd like to know why Wisconsin school boards were required to sign binding MOUs in 2010, before the state could be considered for Race to the Top, but now, through a top-down approach, are being told to accept these untested and unproven standards, along with significant costs?

Why were local school boards bypassed? What changed? Are we not still a "local control" state?

If so then, why weren't school boards required to agree **before** the state could commit to accepting these standards, the specific content of which was unknown at that time? Even more troubling, why weren't school boards required to first vote "yea" or "nay" **before** administrators charged full steam ahead, at the urging of DPI, to lay the groundwork for implementation of the Common Core State Standards?

Since tests are being aligned to meet these standards, realistically, school boards have no option but to stay the course. If boards try to buck the system, we know our students will do poorly on state tests and our districts are put at risk of being labeled "not making Adequate Yearly Progress" (AYP) then becoming subject to harsh penalties.

No matter how hard bureaucrats try to spin it, school boards will suffer a significant irreplaceable loss of local control - and already have.

But it's only a set of standards, not nationalized curriculum, DPI and other proponents claim.

True... but lets be honest. The standards directly impact all aspects of education because textbooks are aligned to meet them and tests developed to ensure students have learned the standards. We must also recognize the fact 50% of teachers' Effective Educator evaluations will be based on whether or not they are using practices "aligned to the InTASC" (1) per Wisconsin law (2). InTASC, by the way, is a program of the Council of Chief State School Officers (CCSSO), which had a significant role in the creation of the Common Core State Standards (3).

He who controls the standards, controls education. The standards will indeed dictate what is taught - **and how**.

Proponents of the Common Core standards claim they are "more rigorous" and "set a much higher bar", even though some school administrators admit they are "flawed". Just because they may represent an improvement over what had previously been expected of students, doesn't justify the acceptance of "flawed" standards.

Is this in students' best interests?

Unless we're setting our aim higher to target true excellence, we are short-changing students.

School district administrators talk about time already invested and money spent on curriculum, professional development, computer upgrades and other preparations tied to Common Core. But that doesn't mean we can't change direction if it isn't right for students. Due diligence demands no less.

## TESTIMONY: AGAINST Common Core State Standards

It should never be a matter of moving forward with something this significant just so as not to inconvenience school administrators and staff, because money has already been spent - or simply because state legislators have already voted to do so.

If we truly desire to raise the caliber of education to world class status and offer all Wisconsin students a real opportunity to succeed to the best of their ability, I believe there is no choice but to develop our own blueprint. In order to bridge the gap between what high schools consider "rigorous" and the level of education required to be accepted into universities, colleges and even tech schools, I believe it's crucial we follow Dr. Sandra Stotsky's sensible expert advice:

"...Wisconsin should go back and consult with faculty at the mathematics, engineering and English colleges and high school teachers throughout the state to develop Wisconsin-based standards."(4)

It was an ill-advised, over-reaching, state-level decision on the part of Superintendent Evers which put us into this situation; so it must be a state-level legislative and executive decision to right the ship and **restore local control**. The bottom line is to focus on the one thing which matters the most: the best interests of Wisconsin students.

Their futures depend on you.

### sources:

(1) 115.415 Educator Effectiveness; Wisconsin State Statutes (10/23/2013) <http://docs.legis.wi.gov/statutes/statutes/115/11/415>

(2) The Interstate Teacher Assessment and Support Consortium (InTASC) Program, CCSSO website (6/13/2013) [http://www.ccsso.org/Resources/Programs/Interstate\\_Teacher\\_Assessment\\_Consortium\\_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

(3) Council of Chief State School Officers (CCSSO) website:

*Chris Minnich assumed his role as Executive Director of the Council of Chief State School Officers (CCSSO) in December, 2012. Chris has worked at CCSSO since 2008, when he was hired to direct the Council's standards program-the work that would later become the Common Core State Standards (Common Core). In 2009 he assumed the role of Strategic Initiative Director of Standards, Assessment and Accountability, where he led the development and adoption of the Common Core in 45 states. In 2010, Minnich became the Senior Membership Director, where he has served as the lead contact for all 57 of CCSSO's members. In the last two years, Minnich has led the Council's advocacy and communications teams in rallying states to collaboratively reform their standards and accountability systems. His efforts have been invaluable in advancing the national implementation of the Common Core, and cultivating essential cooperation between states and the federal government to improve education for all students.*

(9/5/2013) [http://ccsso.org/Who\\_We\\_Are/Leadership\\_Team.html](http://ccsso.org/Who_We_Are/Leadership_Team.html)

(4) *Expert speaks against Common Core at Wisconsin hearing* by Ryan Ekvall; Wisconsin Reporter (10/17/2013) <http://watchdog.org/111254/wr-common-core-expert-speaks-out/>

October 30, 2013 COMMON CORE STATE STANDARDS TESTIMONY

My name is Nell Anderson, Director of Elementary Education for the Wausau School District. I have been employed in the education field for 40 years.

People ask: Why did we need to change our Wisconsin standards?

A simple answer was that they were very vague, and incomplete. Previously we had standards that stated by the end of fourth grade students should have certain skills. We had very few targets or standards for our youngest learners, limited expectations. The new standards have grade level specific standards, grades K-12.

We also had a community that wanted us to increase our rigor for the students who were graduating and starting work and attending local higher education institutions. Some of these students needed remedial course work to be able to begin the employment or be successful in the introductory course work.

The Common Core State Standards have broad support. Forty-five states, the District of Columbia, and four territories have adopted them. They've been supported strongly by K-12 educational organizations, the University of Wisconsin System, as well as many other groups and leaders, including:

- The U.S. Chamber of Commerce
- The Business Roundtable
- The Partnership for 21st Century Skills
- The Business-Higher Education Forum
- The Association of American Colleges and Universities
- The Military Child Coalition
- The United States Army
- The National PTA.

The Common Core State Standards are a pivotal part of the work of hundreds of educators, policymakers, and parents to transform education in Wisconsin, strengthen our public schools, and ensure that every child graduates college and career ready. Without the foundation of strong academic standards, all of our other efforts around improved assessment, better accountability and educator effectiveness, and stronger early literacy will fall apart.

The Wausau School District supports the Common Core State Standards. Thank you for listening.

MADISON AREA TECHNICAL COLLEGE  
(Mathematics)

Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

Name (Print)                      Signature                      Institution and Department

Alfred Lehnen	Alfred Lehnen	Madison Area Tech College; Math
Flynn Dustrud	Flynn Dustrud	Madison Area Tech; Math
DIXIE Burns	Dixie D. Burns	Madison Area Tech; Physical Science
David C. Sarocka	[Signature]	Madison College, Mathematics
[Signature]	Jan Fulu	Madison College
David Woolpert	[Signature]	DeForest, WI School of Academic Adv. Madison College
Bethany Sansing-Helton	B. Sansing-Helton	Madison College, Math Faculty
Nancy Spelko	Nancy Spelko	Madison Area Technical College math MADISON COLLEGE
[Signature]	[Signature]	
Victoria Lewont	Victoria R. Lewont	MATC - Math
ANTON PRZYBYLSKI	Anton J. Przybylski	MATC - MATH.
MIKE BERTRAND	Mike Bertrand	MATC Math/IS (vet)
Tom Wozniak	[Signature]	MATC Diesel & Heavy Equip.
BOB FULLER	[Signature]	SUN PRAIRIE WI

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Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

To whom it may concern,

We the undersigned, faculty members in mathematics, science and engineering at institutions of higher education in Wisconsin, wish to state our strong support for Wisconsin's adoption of the Common Core State Standards for Mathematics (CCSSM). In particular, we want to emphasize the high level of mathematical rigor exemplified by these standards. The following points seem to us to be important:

- We know that what we have been doing in the past does not work. Nationwide, over 40% of first-year college students require remedial coursework in either English or mathematics.<sup>1</sup> For many of these students, completing their remedial mathematics (that is to say, high school mathematics) requirement will be a significant challenge on their path to their chosen college degree. The situation in Wisconsin mirrors the national one. Over the University of Wisconsin system as a whole, 21.3% of all entering freshmen in the fall of 2009 required remedial education in mathematics.<sup>2</sup> Over the Wisconsin Technical College System, the mathematics remediation figure is closer to 40%.<sup>3</sup>
- The CCSSM set a high, but realistic, level of expectations for *all* students. It is unrealistic, and unnecessary, to expect all students to master calculus (for example) in high school. That would be the "one size fits all" approach that is often brought up as an argument against the Common Core. Instead, the CCSSM attempts to identify a coherent set of mathematical topics of which it can be reasonably be said that they are essential for students' future success in our increasingly technological and data-driven society. "College and career ready," yes, but also life and citizenship ready.
- It is easy to point to a certain favorite topic and say that the Common Core delays discussion of that topic, or places it in a grade level higher than it has been taught previously. It is also dangerous. There is no merit in placing a topic at a grade level where students are unable to do more than repeat procedures without understanding or reasoning. (One example would be the all-too-frequent expectation that students compute means and medians of sets of numbers, with no significant connection to context, and no discussion of when it would make sense to use one rather than the other.) It is necessary to look at any set of standards as a coherent whole, and ask whether students who meet all expectations of the standards have been held to a sufficiently high level.
- Any set of standards is a floor, not a ceiling. Any local school district, school or individual teacher may set expectations beyond the standards, if they choose to

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<sup>1</sup> *Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy*, accessed from [www.highereducation.org/reports/college\\_readiness/gap.shtml](http://www.highereducation.org/reports/college_readiness/gap.shtml) on October 3, 2013.

<sup>2</sup> *Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention and Graduation, September 2009*, accessed from <http://www.uwsa.edu/opar/reports/remediation.pdf> on October 6, 2013.

<sup>3</sup> *Findings of the Underprepared Learners Workgroup*, accessed from [http://systemattic.wtcsystem.edu/system\\_initiatives/prepared\\_learners/Findings.pdf](http://systemattic.wtcsystem.edu/system_initiatives/prepared_learners/Findings.pdf) on October 6, 2013.

Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

do so. There are certainly many students who will need more mathematics in high school than is required by the CCSSM: Science, Technology, Engineering or Mathematics (STEM)-intending students, or students who hope to attend an elite college or university, are two obvious groups. These students should indeed take more mathematics, and opportunities should be made available for them to do so. The standards question, however, is whether all students should be required to learn more mathematics than is in the CCSSM; our answer is "no."

- Even for talented students, the rush to learn advanced topics and procedures should not come at the expense of students' deeper understanding of the mathematical content being covered. Talented students also need quality guidance; they should not be rushed thoughtlessly for the sake of advancement.
- There are undoubtedly some professional mathematicians, scientists and engineers who claim that the CCSSM are insufficiently rigorous; it is our understanding that they are a small minority.

We entreat you to keep Wisconsin in the group of States that are adopting the CCSSM. We see the consequences of failed educational policies in our classrooms every day, and we only have the well being of our students in mind. The CCSSM is the right balance: already far higher than our previous State standards but not beyond what one can expect from a majority of students.

UW-MADISON  
(Mathematics)

Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

Name (Print)	Signature	Institution and Department
Prof. Gloria Mari-Bella		Mathematics Dept. UW-Madison
Prof. Philip Wood		Mathematics Dept. UW-Madison
Prof. Sigurd Angenent		Math Dept. UW Madison
Prof. Melanie Wood		Math Dept UW Madison
Prof. Simon Hellerstein		Math Dept UW Madison
Prof. Robert L. Wilson Jr.		Prof. Emeritus, Math Dept. UW Madison
Prof. Mikhail Feldman		Math Dept. UW Madison
Prof. Michael A. Bleicher		Math Dept, Prof. Emeritus UW Madison
Prof. Julie Mitchell		Biochemistry/Math Dept. UW Madison
Prof. Eric Bach		Computer Science UW Madison
Prof. Tonghai Yang		Math Dept. UW Madison
Prof. Benedek Valko		Math Dept, UW Madison
Prof. Leslie Smith		Math Dept., UW Madison
Prof. Terry Millay		Math Dept UW Madison
Asst. GABRIELE MEYER		Math Dept UW Madison
Prof. JIN-YI CAI		CS Dept. UW Madison
Prof. Steffen Lemp		UW-Madison Math Dept
Acad. Staff Prof Emeritus Shirin Malekpour		UW-Madison Math Dept
Richard Askey		UW-Madison Math Dept.
Prof. Andrei Caldeararu		UW-Madison Math. Dept.
Prof. <del>Seymour Partin</del>		UW-Madison math
emeritus SEYMOUR PARTIN		CS

Name (Print)

Signature

Institution and Department

Prof. Timo Seppäläinen *Timo Seppäläinen* UW-Madison, Mathematics

Acad. Staff Dan Drake *Dan Drake* UW-Madison, Mathematics

Prof. Emeritus Richard A. Brualdi *Richard A. Brualdi* UW-Madison, Mathematics

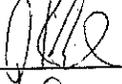
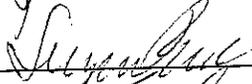
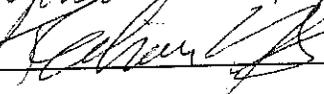
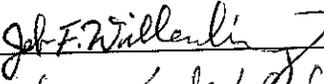
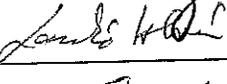
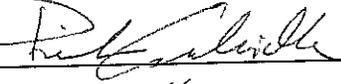
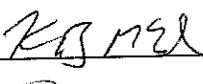
Prof. Daniel Erman *Dan Erman* UW-Madison, Mathematics

Asst. Prof. Bing Wang *Bing Wang* UW-Madison, Mathematics

Frank Rooney *Frank J. Rooney* UW-Madison, Mathematics

Prof. Jordan Ellenberg *Jordan Ellenberg* UW-Madison, Mathematics

Prof. Emerit. Paul Rabinowitz *Paul Rabinowitz* UW-Madison, Math.

Name (Print)	Signature	Institution and Department
PROF. ERIC KEY		DEPT OF MATH SCI, UWM
Prof. Chao Zhu		Dept. of Math. Sci. UWM
Prof. Jonathan Kahl		Dept. of Mathematical Sciences, UWM
Prof. Suzanne Boyd		Dept. of Math. Sci., UW-Milwaukee
Prof. Richard Stodolna		Math. Science UWM
Jeb F. Willenbring		UWM - Mathematical Sciences
Prof Istvan Lanko		Dept of Math Sci UWM
Prof. Gabriella Pinter		Dept. of Mathematical Sciences UWM
Prof. Kyle Swanson		Dept. of Mathematical Sciences UWM
Prof Jay H Belz		Dept of Mathematical Sciences, UWM
William Mandella		Dept of Mathematical Sciences UWM
Prof. Kevin McLeod		Dept of Math. Sci., UWM
Prof. Yi ming Zou		Dept of Math. Sci., UWM
Prof. Allen Bell		DEPT. OF MATH. SCI., UWM

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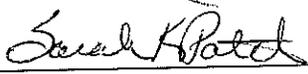
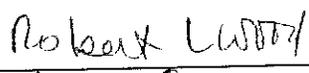
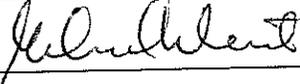
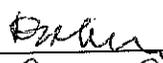
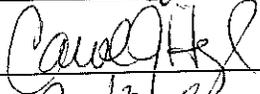
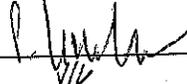
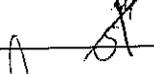
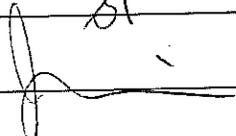
UW - MILWAUKEE  
(Physics)

Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

Name (Print)

Signature

Institution and Department

Name (Print)	Signature	Institution and Department
VALI RATAI		UW-MILWAUKEE, PHYSICS
SARAH PACH		UWM Physics
ROBERT WOOD		UWM PHYSICS
Michael Weinert		UWM PHYSICS
Bimal K. Sarma		UWM Physics
Dilano K. Saldin		UWM Physics
Carol J. Hirschmugl		UWM Physics
PAUL F. LIMAN		UWM Physics
Jolien Creighton		UWM PHYSICS
P. Gupta		UWM Physics
U. Schmidt		UWM Physics
Jean Creighton		UWM Physics/Planetarium



UW - MILWAUKEE  
(Electrical Engineering)

Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

Name (Print)

Signature

Institution and Department

George Hanson

gwhanson

Chair, EE, UWM

UW-MILWAUKEE  
(Industrial Engineering)

Common Core State Standards for Mathematics  
Wisconsin Faculty Support Letter

Name (Print)

Signature

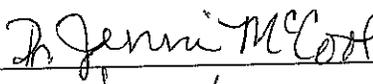
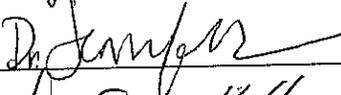
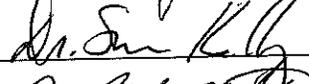
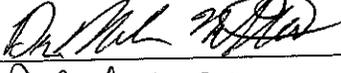
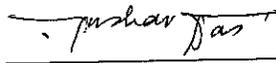
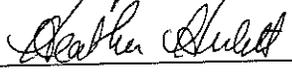
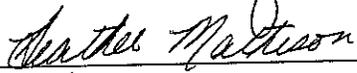
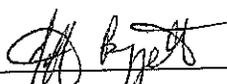
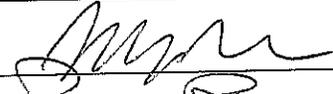
Institution and Department

Naira Campbell *Naira Campbell* Ind. Engineering  
Kurt Beschoner *Kurt Beschoner* Industrial Engineering

Name (Print)

Signature

Institution and Department

Dr. Jenni McCool		UWL Math
Dr. Jennifer Kosiak		UWL Math
Dr. Susan Kelly		UWL Mathematics
Dr. Mark Mathison		UWL Mathematics
Dr. Robert F. Allen	Robert J. Allen	UWL Mathematics
DR. TUSHAR DAS		UWL Mathematics
DR. DOUGLAS BAUMANN		UWL Mathematics
Dr. Heather Hulett		UWL Mathematics
Dr. Rebecca LeDocq		UWL Mathematics
Dr. Heather Mathison		UWL Mathematics
Dr. Matthew Chedister		UWL Mathematics
Dr. Huiya Yan		UWL Mathematics
Dr. Jeff Baggett		UWL Mathematics
Mr. Andrew J. Matchett	Andrew J. Matchett	UWL Mathematics
Dr. Edward Kim		UWL Mathematics
Dr. James Peirce		UWL Mathematics
Dr. Barbara Banne		UWL Mathematics
Dr. Sherwin Toribio		UWL Mathematics



**October 30, 2013  
1305 Champagne Street  
P.O. Box 593  
Merrill., WI 54452  
(715)536-6297**

**Wisconsin State Legislature  
Select Committee for Review of the Common Core Standards Initiative  
Public Hearing-Wausau, Wisconsin**

**Honorable Committee Members:**

**In the 1990's the nebula of an idea existed in the U.S. Department of Education and some globally oriented education reform groups. In 1996 it began condensing around a non-profit organized that year, Achieve, Inc., and was given a boost in 2004 when Bill Gates contracted with UNESCO to fulfill a goal he supported for a global educational system. In 2008 the Bill and Melinda Gates Foundation funded the International Benchmarking Advisory Group report for Common Core Standards on behalf of the National Governor's Association, the Council of Chief State School Officers, and Achieve. In 2009 these groups, bolstered by illegal federal government involvement via Race To the Top(RTT) funding promised to states that adopted Common Core State Standards(CCSS) and denied to states that did not, began the push to get states to adopt CCSS.**

**Fast forward to June 2010. Waiting until the legislature had closed for summer recess, Tony Evers acted on his own initiative for the state legislature and all Wisconsin residents signing Wisconsin up for CCSS. Note that to-date Wisconsin has applied for but not received dollar one in RTT funds from the federal government.**

**CCSS efforts from 1996 to 2013 are claimed by proponents of CCSS to have occurred openly and in the public view. Today, October 30, 2013, after almost two decades of CCSS efforts, the majority of Americans have not even heard of CCSS. And the majority of Americans who have have no clue what it is about. I believe less than five to ten percent of Americans today have any working knowledge of CCSS. This initiative was anything but open to the public, and there is a simple reason. Had it been from its inception, and had the media made any effort to investigate and report on it objectively, it would have been soundly rejected.**

**Wisconsin now finds itself in a battle with an unholy alliance of select multinational corporations, private well-heeled global education support groups, and a federal government chomping at the bit to take control of another facet of American life, to retain its historic, Constitutional right to control education in the State. Because CCSS has been from its beginning intentionally ~~been~~ done without publicity, Wisconsin now finds itself in the eleventh hour and scrambling to convince its legislature to repeal CCSS before the start of the 2014-2015 school year, after which CCSS will be in place and impossible to repeal.**

**You have heard solid testimony now and facts from genuine experts on education, all opposed to CCSS. I will not attempt to reiterate this herein.**

**I do not want education in Wisconsin or America to be turned over to corporations and a globally aligned federal government. One size fits all approaches, of which CCSS is a classic example, have never worked. What works to improve education is what works in any free society to improve anything, competition. CCSS is the antithesis of Competition.**

**The veil has been lifted and bride exposed to be an ugly con game perpetrated on the public by powerful corporate interests who stand to profit massively, and a federal government seeking to gain control of education.**

**Get the tar, get the feathers and send CCSS on its way back to the money, power, and control obsessed entities from which it came.**

**In Wisconsin we homogenize milk. It would not be a good thing to homogenize either our teachers, our educational system, or our children.**

**Sincerely,**

A handwritten signature in black ink, appearing to read "Bill Fehrmann", with a long horizontal flourish extending to the right.

**Bill Fehrmann**



**HOWARD-SUAMICO**  
S C H O O L D I S T R I C T

SERVING • LEARNING • ACHIEVING - TOGETHER

October 30, 2013

To: Members of the Committee,

My name is Teresa Ford and I am here today as a fellow elected official to tell you about the Howard-Suamico School District. Located just a few miles west of Green Bay, our School District is the 25<sup>th</sup> largest servicing over 5800 students. We are a high achieving district. Over 90% of our graduates go on to Post-Secondary education, our ACT scores are consistently above the state average, and we have an increasing number of students succeeding in our Advanced Placement and International Baccalaureate programs.

A few years ago, our Board of Education began studying the Common Core State Standards. We learned that the standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. They provide teachers and parents with a collective understanding of what students are expected to learn. These standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top-performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

During the time we were studying these standards, we were also revising and refining our Board policies. We incorporated what we learned with our knowledge of our community's expectations regarding student achievement and District performance. Our current Ends Policies reflect this work of our locally elected Board of Education.

We believe in and attempt to model continuous improvement. Earlier in October, we invited CESA 7 School Improvement Specialist, Dr. Judy Sargeant, to one of our Board Meetings to look again at the Common Core State Standards. Our Board found this time to be very valuable in that it provided clear affirmation that the work we have done over these past years provides our District with a solid foundation. And this foundation will serve not only this generation of students, but generations to come.

Thank you for your time and your service,

*Teresa M Ford*



## HOWARD-SUAMICO

SCHOOL DISTRICT

SERVING • LEARNING • ACHIEVING – TOGETHER

October 30, 2013

My name is Andrea Thiry-Wenz and I am the Director of Teaching and Learning for the Howard-Suamico School District in northeastern Wisconsin where I have been leading our curriculum and assessment development for eight years.

In Howard-Suamico, we take our legacy of high performance as a duty to continue for the preparation of responsible, productive citizens who might prosper and serve. For many years, our achievement was founded on benchmarks that took standards that were a mile wide and an inch deep. These benchmarks were among the best interpretations of the Wisconsin Model Academic Standards, but still they were largely quantifiable measurements of student success.

We have been working diligently for three years on our approach to implementing the Common Core State Standards. This work has been completed within our existing budget. Teacher teams have been determining the knowledge and skills required of these learning targets, and facilitating the changes necessary in assessment and instruction with their building level and grade level peers. It is so important to remember that the Common Core is NOT a curriculum. With the targets of the CCSS, we have re-developed a curriculum that maintains our local preferences and strengths, while stretching our learners and our teachers toward measures of more quality than of quantity.

This has been hard work, but I believe that our teachers believe in this change, and are enthusiastic about what kinds of graduates we will be preparing with this vertically articulated, specific, and rigorous set of standards that require skill and understanding across curriculum areas.

Simultaneously, we have worked with our teachers, our community and our Board of Education in developing our goals for the district and for our learners around “21st Century Skills”. We are developing authentic, real-world learning experiences. Children in all grade levels are producing high-quality, well-researched, articulate products and presentations. With strong content knowledge and high-quality, current-century skills of communication, collaboration, creative and critical thinking and citizenship we aim to produce stronger and more capable students and workers who are prepared for their college and career training.

We are working to address a criticism and a concern of the higher education community and the business community. We have heard for many years that graduates were arriving at their doors and in their training programs still needing remedial assistance. This is costly to one’s progress in what has been called “the real world” and it shouldn’t be the case for anyone. In Howard-Suamico, we believe the content knowledge, understanding and skills required within the CCSS partnered with the development of 21st Century Skills will ensure that our learners are not among this group, and that they are prepared to develop and create a future equal to their potential.

In this way, the Common Core are not the ceiling for us, but they are a critical part of our foundation. I would strongly encourage no change in course for all of the students within the state of Wisconsin. I am confident that the multitude of miscommunications and misunderstandings surrounding the CCSS can be clarified and we can all look forward to a strong future for our children and our state with Common Core as a part of the foundation.



## HOWARD-SUAMICO

SCHOOL DISTRICT

SERVING • LEARNING • ACHIEVING – TOGETHER

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October 30, 2013

My name is Mary Lu Sachs and I have been teaching 4-year old Kindergarten, Kindergarten, and 1<sup>st</sup> grade for the past 27 years in both public and parochial schools. I have seen many changes, but none as purposeful and necessary as the Common Core State Standards. At the beginning of my career there were not standards and benchmarks, which left all the decisions of what to teach up to the teacher. It was not consistent with other classrooms, school districts or states. Having said that, I want to give you some facts from my experience:

- **Standards and benchmarks are not new;** the district I am currently working in has developed and implemented standards and benchmarks for the past 15 years. That gave the teachers a framework from which to plan.
- **The standards and benchmarks framework is an assurance that teachers will cover important information and skills at each grade level** and not 'leave anything out' when planning for the school year.
- **State standards are not a curriculum** - only learning targets. Standards and benchmarks don't tell a teacher *how* to teach, it tells a teacher *what* to teach. Students come to us with varied backgrounds and ability levels. That's where the creativity, innovation and individuality of a teacher are most valuable. There isn't a set prescription that will help each child or classroom of children.
- **The state standards give each teacher a framework and freedom.**
  - The framework is the standards and benchmarks that are consistent from classroom to classroom, district to district and state to state.
  - The freedom is to be able to reach each student based on their particular needs and learning style. It's a freedom that allows each classroom to be unique as each individual teacher.

As we can see, with Common Core State Standards in place as a foundation and each teacher's ability and knowledge of the learning needs of individual students, we can continue developing generations of successful life long learners.

# Howard-Suamico School District 21st Century Skills

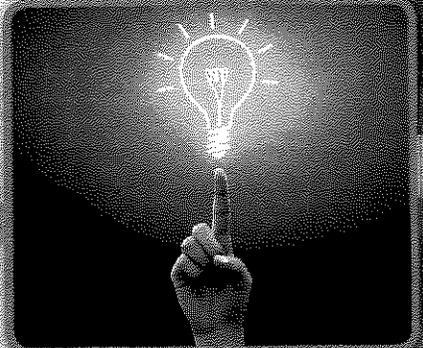


**HOWARD-SUAMICO**  
SCHOOL DISTRICT

## STUDENTS WILL...

### Think creatively and critically.

- Develop skills to solve local and global problems.
- Demonstrate originality and inventiveness.
- Integrate knowledge and ideas to create and produce high-quality products.
- Set goals and work toward improvement and achievement for self and society.



### Communicate clearly.

- Identify key ideas and details when reading and listening to information.
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.



### Collaborate.

- Interact in a respectful, productive manner.
- Adapt to various roles and responsibilities.



### Practice citizenship and personal responsibility.

- Practice legal and ethical behavior in regard to self and global communities.
- Participate effectively with respect to rights and responsibilities.
- Seek to understand diverse perspectives.
- Connect learning to the real world.

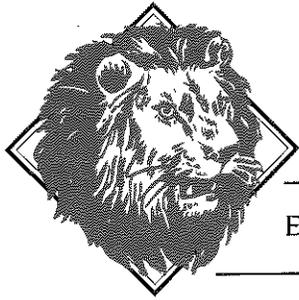
Technology will be integrated throughout teaching and learning and not be limited to a particular skill or content.

**Derived from and aligned with:**

- Howard-Suamico School District Strategic Plan, Board of Education End Policies, vision/mission/beliefs, and technology plan
- Common Core State Standards for English/Language Arts & Mathematics
- Partnership for 21st Century Skills: Skills Framework, "MILE Guide", "State Implementation Guides"
- International Society for Technology in Education "Standards for Global Learning in the Digital Age"
- Wisconsin DPI "21st Century Learning" (Sandrock)

For more information visit: [www.p21.org](http://www.p21.org) or <http://hssd21.weebly.com>

SERVING • LEARNING • ACHIEVING – TOGETHER



# BRILLION PUBLIC SCHOOLS

Innovatively Educating ... Every Child

Elementary Office

Carrie Deiter  
Elementary Principal

My name is Carrie Deiter, and I am the principal at Brillion Elementary School, in Brillion Wisconsin. Brillion is a rural community in northeastern Wisconsin, serving about 900 students. I have been in public education for the past 13 years as an elementary teacher and principal. I am grateful to be in public education, and to have the opportunity to shape so many young lives. I am here today because I strongly support the implementation of the Common Core State Standards into our schools.

I am currently leading my staff at Brillion through the creation of a new, locally developed and controlled curriculum in English Language Arts and Mathematics based on the Common Core State Standards. The Common Core State Standards have given each grade level a road map as to what we want students at each grade level to be able to achieve. These standards give teachers clear, specific benchmarks for each grade level, something we've never had in Wisconsin. The Common Core State Standards give educators the guidance they need to develop a rigorous and relevant curriculum to engage our students.

The confusion that surrounds the Common Core State Standards truly frustrates me as a public educator. Opponents of the Common Core State Standards have said that the development of the curriculum should be left up to the local school districts. Well, I agree with this. The standards are not the curriculum and they do not dictate to school districts what to teach. The standards simply state what children should learn in each grade level. The difficult work of deciding what resources and materials to use, creating differentiated lessons and assessments, and deciding on an instructional framework are left up to each individual school district. As I stated earlier, my staff is currently engrossed in this difficult, but important and worthwhile work. We understand at Brillion that this hard work is necessary to help all of our students learn and achieve at high levels.

The Common Core State Standards have given public educators the tools to ensure that all children receive high levels of instruction and that all children in all public schools are expected to learn the same standards. Educators in the Brillion Public School District stand behind the Common Core State Standards, because we know that in order to continue to grow our students to become productive citizens they need to be able to read complex literary and informational texts and to think and reason mathematically.

I have heard from opponents of the Common Core State Standards that the standards are too easy, too hard, or that they take away creativity. None of these accusations are true. The Common Core State Standards are challenging and rigorous, but attainable. Student's minds are being stretched to creatively solve problems and to analyze and evaluate information every day.

I strongly urge this committee to support the implementation of the Common Core State Standards into our schools, because these standards raise the bar for public education in the state of Wisconsin. These standards allow educators to build learning layer by layer, so our children have a deep foundation to be truly college and career ready. The implementation of the Common Core State Standards are a needed leap in the right direction to improving the public education in Wisconsin and to give our children the knowledge and skills they need to succeed in our world.

Carrie Deiter

Principal

Brillion Elementary School



# BRILLION PUBLIC SCHOOLS

Innovatively Educating ... Every Child

## Middle School

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Bonnie Olson-Principal  
[bolson3@brillion.k12.wi.us](mailto:bolson3@brillion.k12.wi.us)

315 S. Main Street  
Brillion, WI 54110-1294

Phone: 920-756-2166  
Fax: 920-756-3705

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The Common Core State Standards are good for Wisconsin's future.

Bonnie Olson

Middle School Principal

Brillion Public Schools

I am coming to you as an educator and principal of a middle school in a small town in Eastern Wisconsin. For the past 21 years, I have been educating kids in our community, and now I lead the educators in my building to do the same. I am here to testify, because I strongly believe that the Common Core State Standards are the best and most comprehensive initiative to hit Wisconsin schools since I have been teaching. They are transforming what we teach kids, and they provide the rigor needed for our students to be successful in their future endeavors. We want all of our students to leave high school being college or career ready, and the CCSS aim to do just that.

As a former math, English, and reading teacher, I have been teaching the previous Wisconsin Model of Academic Standards for much of my teaching career. I can testify that these former standards were broad and included too many standards to be taught in any one year. I am sure you have heard the term an inch wide and a mile long. That describes what the previous standards were like. As a teacher of math for much of this time, I can attest to the fact that when planning my curriculum and lessons based off of the standards, much of the time I was guessing what the standard meant or even if I was teaching the right material to my 7<sup>th</sup> grade students. Because the standards were in bands, the 6<sup>th</sup> – 8<sup>th</sup> grade standards weren't sectioned off by grade levels, so teachers didn't know which of the standards they were accountable for and which standards the next grade would be accountable for.

I can safely say, with the new Common Core State Standards, that now teachers know exactly what needs to be taught to their students at any grade level. The standards are concise, detailed, and provide each grade level with accurate descriptions of exactly what students should be able to do and learn. These standards are not a curriculum. They are standards that teachers use to write their curriculum. School districts and teachers have the freedom to choose how they will teach the standards and what materials they will use to teach them. This has been great in our district. During the past 2 years, the teachers in my school have been tirelessly working to plan and implement an engaging curriculum using the CCSS as the basis for this. When the English Language Arts teachers meet to discuss curriculum and teaching methods, their conversations center around the CCSS and what each of those standards looks like at each of their grade levels. They have grown as educators as they grapple with the rigor of these standards and figure out ways to help every student reach this high academic level. We talk a lot about

all of our kids being college or career ready. That is our goal for every student, and the CCSS are going to help us do that.

I can attest to the fact that the Common Core State Standards are making our schools better by providing academic rigor that was not present before them. They are designed to ensure that students leave school with the knowledge and skills needed to succeed in college and careers. The CCSS do this by providing a strong framework on which rigorous curriculums can be built. The grade levels are sequenced, so skills and concepts build through each year that the child attends school. This sequence was not present in the old standards and it gives teachers a clear picture as to what they should be teaching. As students build their skills each year they progress through school, the standards also progress in rigor and expectations, so that by the time a student graduates from high school, he/she will be ready to compete in the global economy in which we now live.

Being principal in a small school has its challenges. We do not always have the resources to afford curriculum coordinators, literacy and math coaches, or literacy and math interventionists to help our struggling learners. These roles are filled by administrators and teachers as we strive to help all of our students learn and grow academically, as well as socially and emotionally. The Common Core State Standards have helped us focus our work. They have brought clarity to an otherwise muddy subject of "What should I be teaching?" They have helped us raise the rigor in our classrooms so we are helping kids achieve more than ever before. They are helping us prepare kids for life in the global economy. They are helping us help kids to be college or career ready by the time they graduate. The Common Core State Standards are good for kids and they are good for Wisconsin's future.

# INDUSTRY QUALITY MANAGEMENT AND CONTINUOUS SCHOOL IMPROVEMENT: A SIDE-BY-SIDE COMPARISON

## QUALITY MANAGEMENT (Industry)

**Certification:** ISO 9000 (Industry-specific)

**Standards (Industry-wide):**

Product quality, cost, customer service, marketing  
employee efficacy

**Processes (developed by each firm, independently):**

Production values, technologies, collaboration,  
feedback, worker training

**Measures:**

Statistical controls, sales, customer feedback,  
360° feedback

## SCHOOL IMPROVEMENT (Education)

**Certification:** Annual School Performance  
Report (State-wide, district specific)

**Standards (state-wide):**

*Common Core Standards*, literacy (reading,  
writing, speaking, listening) & math

**Processes: (developed by each district -  
local control)**

Curriculum, instruction, collaboration,  
feedback, staff development

**Measures:**

State and local assessments

NOTE THAT IN BOTH MODELS, MEANS OF ACHIEVING THE STANDARDS IS ENTIRELY A  
MATTER OF LOCAL CONTROL.

**karen schroeder**

---

**From:** Amundson, Emilie A. DPI <Emilie.Amundson@dpi.wi.gov>  
**Sent:** Wednesday, August 28, 2013 11:38 AM  
**To:** 'kpfschroeder@centurylink.net'  
**Subject:** FW: Will districts receive state and/or federal funding if...?  
  
**Importance:** High

Ms. Schroeder,

Yes, in Wisconsin, each school board has the statutory authority to adopt the state standards or any other set of standards, inferior or superior. This is called local control. When applied to schools, local control means that decisions about standards, curriculum, and instruction are made at the local level. School districts must have standards. The type, quality, and scope of those standards are left to school boards to decide. This has always been the case in Wisconsin, and this has not changed as a result of Wisconsin adopting the Common Core State Standards.

Emilie Amundson  
Director, Common Core State Standards Team  
Wisconsin Department of Public Instruction

**From:** karen schroeder [<mailto:kpfschroeder@centurylink.net>]  
**Sent:** Monday, August 26, 2013 8:35 AM  
**To:** [kpfschroeder@centurylink.net](mailto:kpfschroeder@centurylink.net)  
**Subject:** Will districts receive state and/or federal funding if...?

Dear Superintendent Evers:

If a school district decides to reject Common Core Standards and replace them with a superior set of standards, will that school district still receive state and/or federal funds?

## Comments

## 98 Responses to "10 Things You Should Know About the Common Core"

**David R Mawson says:**

October 19, 2013 at 6:36 pm



I am an NEA member and building delegate for my urban high school and I do not support the Common Core. But I am more upset that the NEA is enabling corporate special interests to not only drive but shape public policy. This is the responsibility of local education boards working in concert with taxpayers and parents. Those are the people to whom public school teachers should be responsible.

Like or Dislike: 0 0

**Linda says:**

October 19, 2013 at 6:53 pm



NEA gets my dues, but it does NOT represent me when it comes to CC. Where is the link to the actual survey that you repeatedly claim shows that 75% of us support CC? How much tainted money has the NEA accepted from the Gates Foundation? Common Core is developmentally inappropriate and is intractably connected to the over testing of our children. I suggest you dedicate the next issue of NEAToday to the rebuttals against CC. You will not need to look hard for contributors. #badasteacherA

Like or Dislike: 0 0

**Janet says:**

October 20, 2013 at 2:09 pm



I cannot believe that this is happening. I cannot believe that the unions that are supposed to be supporting us are telling lies. I am an AFT member. Guess what? I was never polled about the Common Core. I do not know a teacher who supports it. Our big worry has become how to choose the right "data driven" goals so that we look like we are improving. We certainly do not want to choose a goal or a subset of students that might be too challenging—we will be evaluated on it! People who have never taught are making the rules. BIG MONEY has bought out are unions. Where are we to turn?

Like or Dislike: 0 0

**Jackie says:**

October 20, 2013 at 2:34 pm



I am a member of NEA/TSTA, and I strongly oppose common core. I feel as if NEA has betrayed us. Under no circumstances should NEA be accepting money from any group with an agenda that is anti-teacher and pro TFA.

Like or Dislike: 0 0

**Jamie Bowsheer says:**

October 20, 2013 at 2:34 pm



I am a card carrying dues paying member of NEA and I disagree wholeheartedly with this article. I especially take issue with #3. My special education students are not benefiting from CCSS. Their alternate assessments are based on grade level standards that they are not even close to achieving! (Hence, the need for them to have IEPs!) I have a student who has severe CP, is blind, cannot walk, talk, feed herself, or use a toilet, who was expected to identify carbon dioxide as a compound on her AA! This is educational malpractice! IEPs are INDIVIDUAL, not COMMON! This way of thinking is a disservice to my students, and is making them feel even more anxious about school! Add to this that 50% of my evaluation is based on my student test scores! The CCSS was not designed for this purpose, yet that is how they are being utilized! It is maddening that my union supports this!

Like or Dislike: 0 0

**Sharyle Burwell says:**

October 20, 2013 at 2:47 pm



Most Teachers??? How many did you survey? Were the questions leading questions? I have been an NEA member for 30+ years and no one bothered to ask my opinion! What about the ramifications of CC based testing? Please tell ME how I feel about that! I am VERY DISAPPOINTED in an organization that seems to have sold out its members!

Like or Dislike: 0 0

**Melissa says:**

October 20, 2013 at 2:48 pm



I am an NEA member and it sickens me that this organization is supporting the Common Core. Are there elements that could be useful? Yes. Will the standards be implemented in a way that fully utilizes those elements? Nope. We're already seeing it in NY in the way that materials are being created, lessons are being scripted, and the ridiculous amounts of money spent on these tests/test prep, etc. Shame on the NEA!

Like or Dislike: 0 0

**Melissa Smearer says:**

October 20, 2013 at 3:03 pm



1. I am an NEA member that does NOT support the Common core!
2. the standards are dictating how we teach. There are programs such as EngageNY that have been designed so that teachers all have to teach the same thing on the same day, regardless of the learning levels of their students. then the students are being tested on this material.
3. The standards are not designed to help all students. what about the student that has the creativity to pursue art? Music? there is no more room for these interests with these standards. Creativity should not be standardized.
4. I have not seen anyone refer to there being literature in the standards. I have only been informed of informational texts being included.
5. School climate and interdisciplinary planning would be better to create cross curricular learning.
6. these assessments are doing nothing but adding to the stress and despair of our students and teachers.
7. Implementation should not be a work in progress. these standards and their implementation should have been thoroughly planned and tested before subjecting our students to this process.
8. Teacher leadership is essential. many teachers are leading the charge against the implementation of these standards. NEA should listen to them.
9. Parents are key partners. they need to be informed about exactly what these standards are doing to their children. those parents that are already taking a stand against it need to be listened to.
10. I don't trust resources that are designed to help us with the implementation of the Common Core when the corporate players of educational reform are being exposed as people that have no interest in our students except as future profit for themselves.

Like or Dislike: 0 0

**Dana says:**

October 20, 2013 at 3:10 pm



Is this The Onion?

I'm an NEA member and was never asked about the common core. In fact, I have yet to meet any NEA member who agrees with or supports common core. Actually I haven't heard a single teacher to date voice approval of common core. Where is NEA getting their info and who are they interviewing. A lot of us dues paying members would love to know.

Designed to help all students? Hmm. Well I guess that's true since reformers ignore children with special needs, ELL's and children in high poverty areas.

I cannot believe that the NEA has sold out the very people who they say they represent. Time to cancel my membership.

Like or Dislike: 0 0

nea today.org/2013/10/16/10-things-you-should-know-about-the-common-core

Friday, October 25, 2013

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# 10 Things You Should Know About the Common Core

October 16, 2013 by walker  
Filed under Featured News, Top Stories

98 Comments

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By Tim Walker

An enormous effort to implement the **Common Core State Standards (CCSS)** is underway in more than 40 states and the District of Columbia. Districts are training staff, field-testing assessments, and evaluating technology requirements. Teachers are rewriting curriculum and instruction to prepare students for more rigorous coursework. Some states are further ahead than others. And as the 2014 – 2015 implementation deadline draws near, it's likely that the road has been—and will continue to be—a bit rocky. But schools are forging ahead with the initiative—even as it faces opponents who are determined to mislabel the effort as everything from "Obamacare" to a "national curriculum." The Common Core is a set of voluntary K–12 standards in English language arts/literacy and mathematics. The White House did not create the initiative, nor is it leading it. The standards were developed by governors and state school officials, with input from a wide range of educators, content experts, national organizations (including NEA), and community groups.



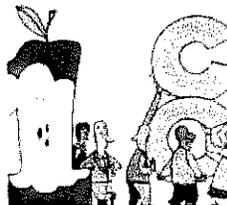
The challenges surrounding implementation, however, are formidable. Teachers are concerned about adapting their classrooms to the rigorous new standards and receiving the proper training. Many are also wondering about the role of new assessments. But they also recognize the enormous opportunity that lies ahead.

"Educators desperately want to reclaim the joy in teaching—which means creative lesson plans, meaningful exploration of topics, and inspiring the joy of real learning in our students," says NEA President Dennis Van Roekel. "Common Core could help achieve that if the implementation is done correctly."

To reach that goal, all stakeholders must work together and take a leadership role in educating each other and the general public about the Common Core. It's a complex subject. The following facts are intended to clarify key points, allay concerns about what the Common Core isn't, and—most importantly—highlight how the standards can be the game-changer students need.

## 1. Most NEA Members Support the Common Core

Are many teachers anxious about the Common Core? Absolutely. Are some die-hard critics? No doubt. But there is no massive groundswell of opposition to the Common Core among NEA members. An NEA poll conducted in July by Greenberg Quinlan Rosner Research found that 75 percent of its members—teachers and education support professionals—supported the standards outright or supported "with reservations." Whether it's tighter content focus or opportunities for deeper critical thinking, the majority of teachers see the new standards as something to get excited about. Another poll released by the American Federation of Teachers revealed similar levels of enthusiasm, again indicating some educator anxiety, but confirming that AFT member support of the Common Core is strong.



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- Bullying of Teachers Pervasive in Many Schools 2 comment(s)

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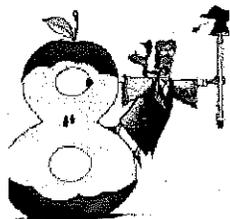
**Union-led Program Empowers Top Teachers** The National Education Association has partnered with Teach Plus to help 53 high-performing teachers gain a foundation in education policy, research, and best practices.

ON FACEBOOK

Teachers overwhelmingly support an implementation schedule that will enable them to get up to speed before these new assessments are used to evaluate performance. NEA has long called for an end to high-stakes testing consequences, particularly during the Common Core transition period. In 2013, NEA, AFT, and 12 national education groups called for a moratorium of at least one year on high-stakes decisions based on new assessments aligned to the new standards. Over the next year, NEA and its affiliates will make it a top priority to work with policymakers across the country to improve the assessment process.

#### 7. Implementation is a Work-in-Progress

Critical investments must be made to ensure educators have the time and resources to collaborate and make adjustments to classroom instruction. This includes more effective and sustained professional development—not just one-stop shop workshops and training videos, but the time and structure to collaborate with colleagues. Additional resources must be allocated to bring schools' technology up to speed. Sound and effective policies will reinforce the standards, and teachers, education support professionals, and parents must work together to ensure the best possible implementation occurs so students can reap the benefits of that collaboration.



#### 8. Teacher Leadership is Essential

As states begin implementation, teachers are advocating for the things that lead to success: resources, professional development, and time for collaboration. Teacher leaders are essential to the successful implementation of the Common Core. For this reason, President Van Roekel appointed 56 educators to an NEA Common Core Working Group last fall. The move is part of a nationwide effort to prepare educators to implement the standards. The group will ensure that teacher voice is prominent throughout Common Core implementation; facilitate communication about the standards; and assist in

the development of engaging and relevant resources.

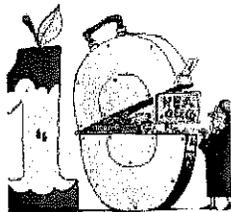
"This is an opportunity for teachers to discuss what isn't working," explains Kathy Powers. "We can use our voices collectively to critique areas of the Common Core that may need a little polishing."

#### 9. Parents are Key Partners

Parents have always played a huge role in helping students learn, and the success or failure of Common Core implementation depends largely on collaboration between educators and parents. But results of a recent Gallup poll indicate only half of public school parents had even heard of the standards. Parents and community leaders should increase their knowledge of the standards and work together to ensure fair and successful implementation. Educators should reach out to parents and pressure lawmakers to provide the resources and to make implementation easier for teachers and students.



#### 10. Resources for Teachers Abound



A wealth of online tools and resources are available to broaden educators' knowledge about Common Core content and the new assessments and provide sample lessons and links to individual state resources. NEA has released a Common Core toolkit designed to help educators prepare for implementation. The toolkit provides general background about the CCSS, separates truth from fiction about the standards, and offers hands-on practical assistance to help educators prepare for implementation. Users can download editable materials and presentations in small chunks that may be

used in a variety of settings. Video resources suitable for use by individuals and teams are also available.

#### Related posts:

1. States Struggling With Common Core Transition
2. How Will Common Core Change What Teachers Do?
3. NEA Poll: Majority of Educators Support the Common Core State Standards
4. Common Ground on Common Core
5. Common Core the 'Great Equalizer of Education'

Tags: common core, common core debate, Common Core pro con, NEA common core



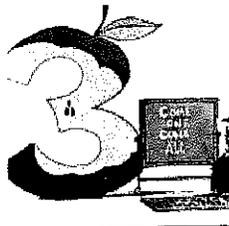
## 2. "Drill and Kill" Curriculum Could Be History

The standards don't dictate how teachers should teach. Quite the opposite. Teachers who support the Common Core—like Colorado educator Jessica Keigan—understand that teachers and their schools will determine how to help students meet the standards. "I understand the anxiety that many teachers may have," Keigan says. "What I remind myself of is that teachers are making the standards work in the classroom. We're taking the lead." For Sue Yokum of Pennsylvania, the creativity the standards allow will make her final year of teaching a memorable one. "The Common Core gives me guidance,

but it does not tell me what materials to use. That's up to me," explains Yokum. "It allows me to do something different this year and next year so that when I go out at 40 years, it'll be the best year I ever taught."

## 3. The Standards are Designed to Help all Students

Students from economically disadvantaged communities are often consigned to larger classes where they face an undemanding curriculum and outdated resources. As a result, too many students graduate without the basic knowledge and skills they need to successfully complete college or enter the workforce. Properly implemented, CCSS will ensure that all students—no matter where they live—will graduate prepared for college, careers, and citizenship. "The standards make things equal for all children in the U.S.," says Colorado teacher Cheryl Mosier. "We're not going to have pockets of high-performing students in one area compared to another area. Everybody will have a very high bar to meet, but it's a bar that can be met—with supports [in place] for all teachers."



In addition, alternative assessments are being designed to measure the growth of every student population. The World-Class Instructional Design and Assessment, for example, is a collaborative that advances the needs of English language learners. They have ensured that the new standards support and do not replace existing English language proficiency standards. Implementation of the standards should also address the needs of students with disabilities. The current plans for implementation should not in any way diminish access to the range of supports that students might need in order to learn.



## 4. Shakespeare is Welcome

Critics charge that the standards crowd out high-quality fiction, poetry, theater, and other imaginative texts in favor of nonfiction, "informational texts" believed to be an essential canon in the "college ready" arsenal. The standards explicitly say, however, that Shakespeare and classic American literature should be taught. While the standards do require increasing amounts of nonfiction, this provision refers to reading across all subjects, not just English.

## 5. Common Core Promotes Cross Curricular

### Learning

For Arkansas English/language arts teacher Kathy Powers, it's not about fiction vs. non-fiction reading. It's about integrating them with other disciplines, like English and social studies, or literacy, math, and science. "The CCSS will change my classroom teaching practice because I'll infuse more of my instruction of non-fiction texts with fiction so the students get more of a content knowledge background," Powers explains. "I work with our social studies teachers to bring in more of their content and vice versa." The CCSS are designed to support cross-curricular learning and social studies, history, science, and PE teachers can and should be part of the effort. Many teachers already plan across subject matter, but the standards present a great opportunity to collaborate with colleagues in different classrooms. This will be a welcome change for many teachers—especially those who are new to the profession—who long to break out of classroom silos.



## 6. Success Depends on Better, Balanced Assessment and Accountability Systems

The next generation of assessments will provide better and more usable feedback for teachers, students, and parents. Most states that have adopted the CCSS belong to one of two assessment consortia, Smarter Balanced Assessment Consortium (SBAC) or the Partnership for the Assessment of Readiness for College and Careers (PARCC). No one expects the transition to be easy, says Jim Meadows of the Washington Education Association. "It'll take some time for the system to realign to support student learning tied to the

Common Core. The standards are more rigorous but they're also more focused. So the assessments are going to be different and there are going to be growing pains. When the initial assessment results come out, they may be lower," explains Meadows.

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TODAY It's been a heartbreaking week for all of us. Let's take a moment to reflect on the lives of two outstanding educators and members of our NEA family who tragically lost their lives. Please share your messages of support.

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www.nea.org

The NEA family is mourning the loss of two members

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Your search for **NEA** returned 6 results.

GRANTEE	YEAR	ISSUE	PROGRAM	AMOUNT
The NEA Foundation for the Improvement of Education	2013	College-Ready	US Program	\$3,882,600
The NEA Foundation for the Improvement of Education	2013	College-Ready	US Program	\$2,426,500
The NEA Foundation for the Improvement of Education	2012	College-Ready	US Program	\$99,997
The NEA Foundation for the Improvement of Education	2012	College-Ready	US Program	\$550,000
The NEA Foundation for the Improvement of Education	2010	College-Ready	US Program	\$38,420
The NEA Foundation for the Improvement of Education	2009 and earlier	College-Ready	US Program	\$358,915

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GRANTEE	YEAR	ISSUE	PROGRAM	AMOUNT
American Federation Of Teachers Educational Foundation	2013	College-Ready	US Program	\$150,000
American Federation Of Teachers Educational Foundation	2012	College-Ready	US Program	\$4,400,000
American Federation Of Teachers Educational Foundation	2012	College-Ready	US Program	\$75,000
American Federation Of Teachers Educational Foundation	2011	College-Ready	US Program	\$1,000,000
American Federation Of Teachers Educational Foundation	2011	College-Ready	US Program	\$230,000
American Federation Of Teachers Educational Foundation	2010	College-Ready	US Program	\$4,021,725
American Federation Of Teachers Educational Foundation	2010	College-Ready	US Program	\$217,200
American Federation Of Teachers Educational Foundation	2009 and earlier	College-Ready	US Program	\$250,000
American Federation Of Teachers Educational Foundation	2009 and earlier	College-Ready	US Program	\$1,000,000

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GRANTEE	YEAR	ISSUE	PROGRAM	AMOUNT
Thomas B. Fordham Institute	2013	Global Policy & Advocacy	US Program	\$1,000,000
Thomas B. Fordham Institute	2011	College-Ready	US Program	\$500,000
Thomas B. Fordham Institute	2011	College-Ready	US Program	\$1,002,000
Thomas B. Fordham Institute	2009 and earlier	College-Ready	US Program	\$959,116
Thomas B. Fordham Institute	2009 and earlier	College-Ready	US Program	\$398,534
Thomas B. Fordham Institute	2009 and earlier	Global Policy & Advocacy	US Program	\$155,000
Thomas B. Fordham Institute	2009 and earlier	Global Policy & Advocacy	US Program	\$100,000
Thomas B. Fordham Institute	2009 and earlier	College-Ready	US Program	\$1,849,173
Thomas B. Fordham Institute	2009 and earlier	College-Ready	US Program	\$497,639
Thomas B. Fordham Institute	2009 and earlier	College-Ready	US Program	\$250,000

**ABOUT THE FOUNDATION**

Guided by the belief that every life has equal value, the Bill and Melinda Gates Foundation aspires to help all people lead healthy, productive lives. We are dedicated to discovering and disseminating innovative approaches to addressing extreme poverty and poor health in developing countries and improving the U.S. education system. Because our financial resources, while significant, represent a small fraction of what's needed to address these challenges, we work in partnership with governments, the private sector, and other donors and organizations to achieve the greatest possible impact. [www.gatesfoundation.org](http://www.gatesfoundation.org)

**AWARDED GRANTS**

CCSSO

SEARCH GRANTS

Your search for **CCSSO** returned 18 results.

GRANTEE	YEAR	ISSUE	PROGRAM	AMOUNT
Council of Chief State School Officers	2013	College-Ready	US Program	\$4,000,000
Council of Chief State School Officers	2013	College-Ready	US Program	\$799,825
Council of Chief State School Officers	2013	College-Ready	US Program	\$703,737
Council of Chief State School Officers	2012	College-Ready	US Program	\$1,277,648
Council of Chief State School Officers	2012	College-Ready	US Program	\$1,100,000
Council of Chief State School Officers	2011	College-Ready	US Program	\$400,381
Council of Chief State School Officers	2011	College-Ready	US Program	\$9,388,911
Council of Chief State School Officers	2011	College-Ready	US Program	\$743,331
Council of Chief State School Officers	2011	College-Ready	US Program	\$289,899
Council of Chief State School Officers	2010	Postsecondary Success	US Program	\$64,628
Common Core Inc.	2009 and earlier	College-Ready	US Program	\$550,844
Council of Chief State School Officers	2009 and earlier	Global Policy & Advocacy	US Program	\$3,185,750

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**AWARDED GRANTS**

NGA

SEARCH GRANTS

Your search for **NGA** returned 16 results.

GRANTEE	YEAR	ISSUE	PROGRAM	AMOUNT
National Governors Association Center For Best Practices	2012	Strategic Partnerships	US Program	\$37,674
National Governors Association Center For Best Practices	2011	College-Ready	US Program	\$1,293,904
Common Core Inc.	2009 and earlier	College-Ready	US Program	\$550,844
National Governors Association Center For Best Practices	2009 and earlier	Postsecondary Success	US Program	\$512,197
Team Pennsylvania Foundation	2009 and earlier	College-Ready	US Program	\$150,000
National Governors Association Center For Best Practices	2009 and earlier	Global Policy & Advocacy	US Program	\$2,127,420
National Governors Association Center For Best Practices	2009 and earlier	Pacific Northwest: Early Learning	US Program	\$62,000
National Conference of State Legislatures	2009 and earlier	Global Policy & Advocacy	US Program	\$199,943
National Association of Secondary School Principals	2009 and earlier	Global Policy & Advocacy	US Program	\$219,980
Council of Chief State School Officers	2009 and earlier	Global Policy & Advocacy	US Program	\$201,312
National Governors Association Center For Best Practices	2009 and earlier	Global Policy & Advocacy	US Program	\$19,596,96
National Governors Association Center For Best Practices	2009 and earlier	Global Policy & Advocacy	US Program	\$187,435

**Common Core State Standards Hearing**  
**October 30, 2013**  
**North Central Technical College-Wausau**

My name is Ken Kasinski, Agency Administrator in CESA #12 – Ashland. Our agency serves seventeen (17) school districts in the far reaching and remote area of the most northern part of the state. We are the smallest CESA in the State in terms of number of School Districts served, however, the largest in terms of square miles at 6,848.4. We serve 16,575 students, 1,324.5 Teachers, 684.1 support staff and 75.1 Administrators. We provide the necessary link for our regional school districts to the state and nation on educational issues, best practices and trends.

Our Mission is to offer educational services to assist school districts in meeting the educational needs of their local communities.

Thank you for having a forum to present our thoughts on the Common Core State Standards and how the adoption and implementation is preparing children to be College and Career ready.

The CESA's in the state have played a key role in assisting educators to understand the Common Core State Standards which were adopted in 2010 by Wisconsin and 45 other states. CESA's have led the way in emphasizing how instruction in English/Language Arts and Mathematics MUST CHANGE for students to demonstrate the knowledge and skills necessary to succeed in postsecondary education and the globally competitive workforce.

Never have PK-12 educators been provided with a comprehensive and consistent guide to the content that students should master at each grade level. The standards are a huge improvement over their predecessor, which were **not** college and career ready. The Common Core State Standards are rigorous and challenging. They are internationally benchmarked. They were written by content experts, teachers and researchers focusing on college and career readiness.

With any significant and worthwhile educational change there is a cost to implementation. Professional development is essential to understanding the shift required for this type of system change and the implications for instruction. CESA's provided purchased services to their member districts based upon their needs. The past three (3) years we have diligently designed and facilitated high-quality collaborative work between districts and in concert with the CESA's related to standards implementation-designing LOCAL curriculum, units of study, lesson plans and formative assessments. Sharing common learning targets has facilitated a level of educator collaboration that we have never experienced before. This collaborative effort has resulted in higher quality curriculum and instruction for students, it has also allowed for significant cost savings to local districts.

The CESAs are not alone in this effort we have partnered with DPI and the Institutions of Higher Education in the state to form the College Readiness Partnership with the goal of promoting effective implementation of the Common Core State Standards. The focus is on enhancing the intersection of PK-12 and Higher Education.

To delay or interfere with the implementation of the Common Core State Standards in Wisconsin would be a huge and costly misstep. Much work has been accomplished and rich conversations and sharing of best practices have taken place. Not only would such action derail this much needed, highly coordinated educational change effort in the state, it would deny our children the opportunity to

become adequately prepared for postsecondary education and careers in a globally competitive society. My question to you is, "If you deviate from the Common Core State Standards, what would you move to?" "What would that cost be in terms of time, effort, collaboration, credibility and fiscally?"

Thank You,

Ken Kasinski-Agency Administrator

CESA #12

628 Beaser Avenue

Ashland, WI 54806

(725) 682-2363, ext 107

[kenk@cesa.org](mailto:kenk@cesa.org)

# **HURLEY SCHOOL DISTRICT**

**5503 W RANGE VIEW DRIVE**

**HURLEY, WISCONSIN 54534-9000**



Christopher J. Patritto, District Administrator, Ext. 202  
Phone 715/561-4900  
Fax 715/561-4953

Jeffrey R. Gulan, 7-12 Principal, Ext. 205  
Kevin J. Genisot, PreK-6 Principal/Sp. Ed. Director, Ext. 258  
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[www.hurley.k12.wi.us](http://www.hurley.k12.wi.us)

October 30, 2013

To: Members of the Select Committee on Common Core Standards  
Fr: Chris Patritto, Superintendent, Hurley School District  
Re: Common Core Support Testimony

First of all I would like to thank the Select Committee on Common Core Standards for taking the time to hear from the people directly working on these standards with our children. I respect your willingness to become engaged in learning about how the Common Core can truly benefit all students.

For years we have been searching for a set of strong academic standards in education that will more adequately prepare our students for higher education, as well as the world of work. We have heard over and over that we need more rigor and relevance incorporated within our instructional practice, and these new standards certainly address this issue.

Three years ago the State of Wisconsin adopted the Common Core State Standards (CCSS). We, along with 44 other states accepted these standards because they provide us with common goals that are very rigorous in nature and prepare all students for the world that awaits them. They provide a vehicle for students to apply the knowledge they will gain with real world activities. The new Common Core Standards are focused exactly on the very outcomes that the public schools have been asked to provide to students.

Recently, these standards have been under attack. This attack seems to be moving forward without any facts to support it. Why now? The schools across Wisconsin have accepted these standards and have spent many thousands of dollars on training and aligning our methods with these standards. We feel these standards give us a solid direction in preparing our students for whatever future they choose. Locally, we have been working with our CESA and the other schools in CESA 12 to train our teachers on the standards and to explore best practices for the implementation of the standards into our classrooms. This has been a long and costly process for all of our districts. Fortunately, we feel the investment in time and resources is well worth it.

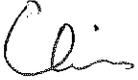
These standards are not a Federal curriculum. They are merely benchmarks to what students should know. It is up to the local districts to decide what resources and what teaching methods should be used to reach these benchmarks. We are excited because it gives our teachers the ability to be creative in their approaches. Our staff has embraced this, because it provides them with a common goal while still allowing individuality in teaching style. We see this as a great beginning with unlimited future potential!

We will move to the Smarter Balanced Assessment next year. This test will be more demanding and our students will have to apply what they have learned in the classroom to real world questions. No longer will the A, B, C test answer be good enough to show knowledge. The Smarter Balanced Assessment will be our measure to see if we are moving our students in the right direction. This direction is one that all of you want. You want our kids ready to move into higher education, and you also want our students ready to enter a workforce with skills needed to succeed. Give us the chance to make that happen!

Hurley is a small school in northern Wisconsin. Like any other school, we take pride in how we educate our students. We have worked diligently over the past three years to do what is right for our kids here in Hurley. The CCSS is going to make a positive impact here and in every other school within the State of Wisconsin.

When we look back five or ten years from now, we will no doubt be impressed with knowing we played an active and key role in allowing our students to come out of high school prepared to be successful in any endeavor they decide upon. This will be, in part, because of your forward-looking stance and support of the Common Core State Standards.

Thank you for your consideration.

A handwritten signature in black ink, appearing to be the initials 'Ch' followed by a flourish.



**Northland Pines Elementary School - St. Germain**

8234 Hwy. 70 West • St. Germain, WI 54558  
Phone: 715-542-3632 • Fax: 715-542-3660  
[www.npsd.k12.wi.us](http://www.npsd.k12.wi.us)

**PRINCIPAL**  
Gayle Daniel

October 30, 2013

Back in 2010, Wisconsin was an initial state to adopt the Common Core State Standards (CCSS). Today, 45 states, the District of Columbia, four territories and the Department of Defense Education Activities have collectively adopted these standards which define expected outcomes of students by the end of a particular year. Lately, there has been growing conversation on this topic, but rest assured that educators across WI believe the educational growth and personal safety of children are of the utmost importance.

Using a construction analogy, the CCSS provide an organized blueprint that districts can utilize to develop units that support the needs of students. Teachers are able to customize their lessons using the standards as the floor joist and then build wall to ceiling. If students are ready to move beyond their grade level expectations, Trigonometry or Calculus perhaps, then teachers can build a second, or maybe even a third level. Continuing with this analogy, teacher then bring resources, technology, field trips, and experiments into students' learning experiences which equate to the screws, glue, and nails that hold the structure together. Each selection is carefully reviewed by staff to ensure cultural and academic appropriateness. Our WI teachers are asking hard questions and in the process, opening windows for our youngsters in order for students to gain the proper foundation in preparation for college and career. Doors have been opened for WI students to become independent learners.

Our Wisconsin Model Academic Standards, updated in the 1990's, suggested only six broad standards which have little depth. We studied and memorized many facts, but lacked the skills to apply those facts to real situations, thus the public concern regarding a large number of ill prepared graduates. The CCSS though, require students to increase their knowledge on an intense level and ask students to explain their thinking of how and why they came to an answer or conclusion. Students must also be able to apply their new understandings to everyday realistic circumstances. This type of learning requires a paradigm shift for students, parents, and the public. Acceptance to change is difficult for most, but preparing students for an ever changing world, is a difficult task that school employees across our great country have accepted. Please help support educators as we are committed to the academic excellence of each and every child so they can reach their full potential and become tomorrow's leaders.

Greg Nyen, Director of Student Services  
Bliss Educational Services Center  
1900 Polk Street, Stevens Point, WI 54481  
Ph: (715) 345-5454 Fax: (715) 345-7370



Testimony before the Select Committees for Review of the Common Core State Standards Initiative  
Northcentral Technical College  
Wausau, Wisconsin  
October 30, 2013

Honorable committee members, my name is Greg Nyen and I am an educator in central Wisconsin, a proud parent of four students receiving a public education, an advocate for students with disabilities, and the current president of the Wisconsin Council of Administrators of Special Services. I am here today, no matter what my capacity, to support the common core state standards.

As a parent of four students receiving a high quality public education I am confident that they will graduate from high school college and career ready. Wisconsin's adoption of the common core state standards will poise my children, among thousands of other Wisconsin children, to be competitors at the highest level for access into America's top Institutions of Higher Education and the world job market. These standards have strengthened the development of our curriculum; they have not become the curriculum as sometimes thought. The development of an aligned curriculum has fostered collaboration between educators that has increased the quality of instruction at all grade levels.

As an advocate for students with disabilities, the extrapolation of these standards for students with cognitive disabilities has resulted in the Common Core Essential Elements. The Common Core Essential Elements, created in 2010 by educators from Wisconsin and 12 other states, are descriptions of what students with significant cognitive disabilities are expected to know and be able to achieve from Kindergarten through 12<sup>th</sup> grade. They are the essential skills that are inextricably linked to the Common Core State Standards grade-level expectations. Sometimes, students with significant disabilities cannot meet the standards in the same way or to the same degree as other students but, clearly, all students have the right to a high quality public education. The continuum of rigorous and relevant standards via the Common Core State Standards and these Common Core Essential Elements guarantees that all students served in public schools will be challenged and educated to their maximum potential.

Finally, as the current president of the a statewide leadership organization for Directors of Special Education, Directors of Student Services, and Directors of Pupil Services, I can attest to the value added emphasis these state standards have fostered across our educational system. Although public education has a long history of top down initiatives derived from attorneys, case law, and legislators, these Common Core State Standards are the product of the wisdom we have gleamed from events such as the publication of *A Nation At Risk*, the 20 Standards, the Wisconsin State Standards, and most recently *No Child Left Behind*. Put into the context of internationally benchmarked standards, the Common Core State Standards insures that there is a common expectation educational proficiency across grade levels, across Wisconsin, and across the nation. This initiative, although significant in its scope, is a fundamental building block in the development of a guaranteed and viable curriculum.

Please support our students by supporting the Common Core State Standards. Thank you for your time and attention.

Karen Schroeder  
President Advocates for Academic Freedom

Just hours before the Eau Claire Public Hearings on Common Core on October 23, the *Leader-Telegram* interviewed State Superintendent Evers who said that if lawmakers challenge his authority, the matter could wind up before the state Supreme Court.

What hubris and lack of respect for truth and for the wishes of citizens of this great state! If these hearings convince legislators that it would be in the best interest of students to replace Common Core Standards with a set of standards that are preferable, it is unconscionable that the State Superintendent would promote his ideology and personal gain before the wishes of the public and Wisconsin statute 118.30 (1g) (a) (1).

According to the attached letter from the Emilie Amundson, Director, Common Core State Standards Team, Wisconsin Department of Public Instruction, "each school board has the statutory authority to adopt the state standards or any other set of standards, inferior or superior." This brilliantly stated language is intended to protect the public from any narcissistic bureaucrat who may try to impose HIS definition of quality standards upon the public. This language places the final approval for academic standards in the hands of the community stakeholders.

Teachers are among the main stakeholders and legislators heard from many representatives of the educational system. Educators have a code of ethics. We do not disparage our students, parents, administrators, or district policies in public. However, over 170 members of the National Education Association responded to an article in NEA Today called *10 Things You Should Know About Common Core*.

The article indicates that 75% of their members support Common Core, but that is not what the NEA members are saying: (Read a few comments)

Because local control of schools has been repeatedly circumvented during the implementation of Common Core, this legislative body is responsible for assuring that an acceptable solution be quickly and efficiently implemented. The citizens have expressed their wish that truth and the best interest of children will drive a legislative decision and that the purest implementation of local control of schools will be reinstated in our state.

As an educational consultant, I have traveled the state discussing Common Core and other issues. The focus over the last month has been upon solutions and funding for those solutions. Representatives, if you have the courage to refuse to be intimidated by the suggestion that is a veiled threat of legal action over your decision, I can honestly say that the citizens with whom I have met during the last month are willing to support you during that process and after wards.

These citizens are willing to see some of our state surplus used to purchase math books that will provide greater educational opportunities for our students and to purchase grammar books needed to fulfill the English standards created by Dr. Stotsky.

These citizens are willing to see some of our surplus spent on a legal process that will define and defend the rights of Wisconsinites to make decisions regarding the education of their children. This is a small price to pay compared to the price paid by our ancestors whose sacrifices protected our freedoms.

Wisconsinites have indicated that they will support those who defend our freedoms, our state constitution, and laws governing local control of schools.

Correcting the illegitimate implementation of Common Core will probably be no more costly than those costs already identified by the DPI. While it does cost money to correct some mistakes, it is time we learn a lesson: spend the necessary money to fix this problem, and make sure the conditions which allowed the mistake to occur are eliminated so similar mistakes will not happen again.



## *The School District of Sturgeon Bay*

1230 Michigan Street, Sturgeon Bay, WI 54235-1498

PHONE: 920-746-2800 FAX: 920-746-3888 [www.Sturbay.k12.wi.us](http://www.Sturbay.k12.wi.us)

Dear Legislator,

The students of Wisconsin are the key to our State's future success. We know that the expectations and standards we set for children in school play a critical role in how far they go, and how successful they are. The Common Core State Standards (CCSS) are part of our State's education plan to help all of our children excel and be fully prepared for life after high school. Teachers in the Sturgeon Bay School District began the process of implementing the standards soon after they were adopted by the State of Wisconsin, about three years ago. The Common Core Standards replaced the State Standards our district had adopted previously. Our district has spent a considerable amount of time and money on the implementation. It would be very difficult for the district to calculate the actual amount of money spent on the implementation, but the total amount is in the tens of thousands of dollars for a small district like ours. The Common Core Standards provide more rigor and welcomed additions to the curriculum, according to our teachers.

Recently, the legislatures, and others, have called for reconsideration of the adoption of these standards. We believe the implementation of the Common Core Standards has been very beneficial for our students in a number of ways. First, they provide specific content knowledge and skills for every grade level across all schools in the state. This helps keep students on track in our increasingly mobile society. Second, they provide consistently more rigorous standards to ensure college and career readiness, which our employers and post-secondary institutions are looking for. Finally, the standards increase students' critical thinking ability as well as their ability to demonstrate their skills on practical tasks.

**We are asking for your help to ensure that teachers, and others, have the resources necessary to continue to successfully implement these standards in our classrooms.**

As we challenge students to reach these rigorous expectations, there will be struggles. We must all work together to bring these standards to life in the classroom, support all teachers, and engage all students in ways that help them achieve these new educational goals. As educators, we understand that curriculum work and review is an on-going process.

Our district continues to work to provide support for educators, students, parents, and others across the state, to ensure they are prepared for these changes. We want to serve as a resource for you as you consider Wisconsin's approach to implementation of the new standards. Please visit [www.commoncore.dpi.wi.gov](http://www.commoncore.dpi.wi.gov) to find useful information on the CCSS. Feel free to reach out with any questions you may have as we move forward in the implementation process.

Sincerely,

A handwritten signature in cursive script that reads "Joe Stutting".

Joe Stutting  
Superintendent