

Hutkowski, Hariah

From: Mary <mwild2@charter.net>
Sent: Wednesday, October 09, 2013 6:24 AM
To: Rep.Thiesfeldt; Rep.Knudson; Rep.Pridemore; Rep.Stone; Rep.Steineke; Rep.Schraa;
Rep.Pope; Rep.Sinicki; Rep.Hesselbein
Subject: Common Core Public Hearing
Importance: High

TO:

Chair: Jeremy Theisfeldt (R-Fond du Lac) rep.thiesfeldt@legis.wisconsin.gov
Rep. Dean Knudson (R-Hudson), rep.knudson@legis.wisconsin.gov
Rep. Don Pridemore (R-Hartford), rep.pridemore@legis.wisconsin.gov
Rep. Jeff Stone (R-Greendale), rep.stone@legis.wisconsin.gov
Rep. Jim Steineke (R- Kaukauna), rep.steineke@legis.wisconsin.gov
Rep. Michael Schraa (R-Oshkosh), rep.schraa@legis.wisconsin.gov
Rep. Sondy Pope (D-Cross Plains), rep.pope-roberts@legis.wisconsin.gov
Rep. Christine Sinicki (D-Milwaukee) rep.sinicki@legis.wisconsin.gov
Rep. Dianne Hesselbein (D-Middleton) rep.hesselbein@legis.wisconsin.gov

Good Morning Representatives,

First I want to thank you for your service and membership in the bipartisan committee on Common Core Standards in Wisconsin. I am unable to attend the public hearing Wednesday, October 16th in Fond du Lac but DO want my voice heard.

I do NOT agree with the Common Core State Standards or how it snuck into the educational system for public, private, charter schools and home-schooling. I want all federally funded standard, curriculum, text books, and tests to be removed because it undermines local control. I cannot accept the dumbing down of education, communism, socialism, relativism or the invasion of privacy with data mining that is tied to the Common Core State Standards. PLEASE REMOVE Common Core from our schools!

Thank You,

~Mrs. Mary Wild

Taxpayer, Homeowner, Mother
3385 Rock Ridge Road, West Bend, WI 53095
Mwild2@charter.net
Phone: 262.353.3414

Hutkowski, Hariah

From: Susan Fox <mikensue24@aol.com>
Sent: Tuesday, October 08, 2013 10:07 PM
To: Rep.Thiesfeldt
Subject: Support for Common Core State Standards

Dear Rep. Thiesfeldt,

I serve on the Monona Grove School Board and write in support of the Common Core State Standards (CCSS). I had registered to testify at the hearing on October 3, 2012, but a few hours of testimony from others made me believe you had heard a strong and articulate rationale and defense of the CCSS. I do, however, want to highlight some points here.

Please be reminded of why the CCSS were developed. The CCSS were created in response to concerns raised in the business community about the lack of preparedness of American students for employment, and also due to the high percentages of remediation required for students in both technical schools and colleges. Clearly, we needed more rigor in public schools. The point of adopting the CCSS is to help make sure students are on track to achieve both college and career readiness at the time of high school graduation.

While I have heard examples of how the CCSS are more rigorous, I have not heard examples from detractors of how they are not.

Development of standards is time consuming and expensive. While no standards will be perfect, there is agreement among many experts in education that the CCSS are tougher than any previous state standards in Wisconsin. Much work has already gone into aligning curriculum and assessments to these standards. Why we would waste scarce resources to reinvent the wheel?

The CCSS are a floor and not a ceiling. They are intended to be minimal standards. Certainly, some districts will aim higher to meet the needs of their most able students. You heard this from a representative of at least one district at the hearing.

The CCSS are state standards, in that they were adopted by individual states. They were created by committees of education experts, organized nationally – not by the federal government. While these standards do encourage districts to aim higher and to be accountable for appropriate knowledge and skills development, their adoption does not interfere with local control. Local districts and their teachers still create their own curricula, choose their own materials, and develop their own strategies.

Another issue addressed by the CCSS is that of student mobility. The fact that 45 states have adopted the CCSS means that a student who attends school for a few years in one district or state and then moves to another district or state will have been exposed to the same standards of knowledge and skills in his or her previous educational experience – again, the same standards, not necessarily the same curricula. This should make possible at least a more seamless academic transition for such a student.

Implementation does not necessarily cause significant increased costs for districts, especially for those of us who have been working to implement them over the past few years. Monona Grove, for example, has a regular schedule of curriculum review as part of our continuous improvement plan, as do many districts. Work to align curriculum and assessments to the CCSS has been embedded in our regular professional development for staff members. As part of this process, we recently purchased new middle school math textbooks that are aligned to

the CCSS, that are more rigorous than previous books, which teachers had to supplement in order to add rigor, and that provide many online resources for students and parents.

To the concern that there is too much testing, I would say that formative assessment, designed to check students' progress toward reaching benchmarks, needs to be embedded in instruction. It should not be viewed as separate testing. Teachers need to be constantly checking progress on their students' knowledge and skills in order to revise strategies and re-teach when necessary. That is also the value of the data provided by the ACT suite and the Measures of Academic Progress (MAP). Teachers can actually chart growth and use the data gained to inform instruction.

None of this emphasis on standards and assessments means teachers don't have to focus on student engagement. To the contrary, students can't learn if they aren't engaged. Non-tested content areas, such as physical education, art, music, family and consumer economics, technology education, etc., remain very important components of public education.

By now you have heard a lot about what the CCSS are and what they are not. The two reports required by the State Legislature in the budget legislation, by DPI and by the nonpartisan Legislative Fiscal Bureau, are excellent sources of information. The fact that some have made the CCSS a proverbial political football and have seemingly intentionally conducted a misinformation campaign is very disturbing.

Attacks on the CCSS come from both the right, some of whom have taken to calling the CCSS "Obamacore," and the left, some of whom charge that they represent a corporate takeover of school reform. Maybe that fact alone means we are doing something right.

Thank you for conducting the hearings, for listening with an open mind, and for taking the time to do your homework so that you can make your decisions based on facts rather than to react to fears and misinformation. A lot of time and resources have been put into development of the Common Core State Standards by education experts, including teachers; into curriculum and material alignment by districts across the state; and into development of better assessments to measure growth in student achievement. There is no logical rationale for throwing this work out.

Sincerely,

Susan Fox

4637 Tonyawatha Trail

Monona, WI 53716

608-222-5015

From: Cowling, Melanie [mailto:mcowling@nfdlschools.org]
Sent: Thursday, October 03, 2013 10:04 AM
To: Rep.Thiesfeldt
Subject: Common Core State Standards

Representative Thiesfeldt,

First of all, thank you for asking for our feedback. Having been an educator for 37 years I have seen many changes in education that have impacted student learning. I believe that the focus on Common Core State Standards truly makes sense if we are dedicated to the learning process. To have a uniform focus across our state and across a majority of our nation will help us provide a real opportunity for our students to grow to their full potential. Previously, we had students who came to us with many different learning experiences that made it extremely difficult to plan for and implement. Our Wisconsin State Standards were very plentiful which meant lots of instruction across many standards but not to a level of mastery and deep understandings. We weren't sure how to manage an unmanageable list which meant very different outcomes for the learner and types of assessment data that drove the process. There was not uniform preparation or understanding on which to build our leaning platforms.

With Common Core State Standards the expectation is mastery at that particular grade level so the instruction and assessment run deep with each standard. Students take their learning to the application level. The assessments provide educators with a stronger sense of specific areas of strength and challenge so each student's learning plan can accommodate their needs. We need thoughtful citizens who know how to problem solve and communicate well to meet the challenges of our world. I believe Common Core State Standards will help us prepare our students to be those citizens of the future.

Respectfully Yours,

Melanie

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Melanie Cowling
Principal - Friendship Learning Center
District-wide Support for Curriculum, Instruction, Assessment and Teacher Effectiveness
1115 Thurke Avenue
North Fond du Lac, WI 54937
[920-929-3757](tel:920-929-3757), ext. 3004
new email address mcowling@nfdlschools.org

> -----Original Message-----

> From: Barbara Townsend [<mailto:tnbtownsend@gmail.com>]

> Sent: Wednesday, October 02, 2013 9:30 PM

> To: Rep.Thiesfeldt

> Subject: Support CCSS

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> Representative Thiesfeldt,

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> I am a resident of Elkhorn and not in your district, but I have learned you are the co-chair of the committee to consider Common Core State Standards. I am writing to you to let you know of my support of the Common Core State Standards.

>

> Elkhorn Area School District employs me as a reading specialist. Elkhorn always seems to be ahead of the game educationally speaking and we have been studying the Common Core State Standards (CCSS) for quite some time now in an attempt to get ready for this change. In other words, I am familiar with the new standards and feel they are a positive step not only for our state but our nation as well. CCSS represent learning progressions from kindergarten through twelfth grade on which we, as a district, will attach scaffolded units of study. We are layering the learning with an end goal in mind. As a result, we will better prepare our students for college and/or the work force.

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> The CCSS are not a curriculum--each district in the nation has the right to determine the vehicle by which these standards will be taught. In addition, they are not "dummied down"--an expression I have heard from people who are looking to abandon them. Rather, they are increasing the rigor of the education of the children all across our country while creating a much needed consistency state to state.

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> Please don't let the opinions of those who have not worked with Common Core State Standards to make decisions causing Wisconsin to move backward. Listen to and trust in the educators who are familiar with them. Please support the Common Core State Standards!

>

> Thank you for your time!

>

> Sincerely,

> Barbara L. Townsend

> 1309 Robincrest Lane

> Elkhorn, WI 53121

-----Original Message-----

From: jane ash [mailto:jash32644@hotmail.com]

Sent: Friday, October 04, 2013 12:54 PM

To: Rep.Thiesfeldt

Subject: Common Core Standards

Sent from my iPad My name is Ken Ash I am a retired teacher.I would like to give my opinion on the common core standards.The last year I retired all the superintendent talked about was we have to get going on these standards.He didn't have a clue about what they were and how the school was supposed to implement them.The school didn't receive any funding for putting them into the curriculum.So the state passed this cost on to the local tax payers.My wife is currently a teacher and is working to implement them into her first grade curriculum.Her biggest fear is that after she does all this work,spends hours away form teaching her students she will have to do it all over again.She enjoys and loves to teach but is tired of all the 4 or 5 tests she has to give to meet requirements of these standards.To me it seems like a circle that goes around and around.

Complete the task then someone comes up with a new and improved idea.She is spending more time testing and less time teaching each year.Please stop all the run around,Let the local school board do what they feel needs to be done to get a quality education and the local level.Keep the state out of it, keep the federal out of it.

From: pat beers [<mailto:pbeers3@gmail.com>]
Sent: Friday, October 04, 2013 4:05 PM
To: Rep.Thiesfeldt; sen.farrow@legisl.wisconsin.gov; Sen.Vukmir
Subject: Common Core Standards

Dear Senators Farrow and Vukmir and Representative Thiesfeldt,

I taught continuously in Wisconsin public school from July 1972-June 2007, thirty-five years of uninterrupted service and experience. I was certified in Early Childhood-multiply handicapped, Special Education K-12, Elementary Education 1-6 and as a Reading Specialist. I taught multiply handicapped students for the first nine years of my career and elementary grades, variously grades 3-6, for the balance of my career. The final thirty-two years of my teaching career I taught in the same Waukesha County public school district.

For the past five years, I have been employed as an adjunct instructor at a private university in Milwaukee area as a supervisor of elementary student teachers. In that capacity, I have been in and out of many Milwaukee County area school districts and schools.

I can tell you that in my forty years of experience in education in the State of Wisconsin I have never witnessed the widespread levels of focused, concerted professional efforts to improve instruction and achievement as I have seen in the last three to four years as districts move to incorporate the Common Core Standards. The amount of positive, professional energy invested in this initiative has been inspiring and its potential for true instructional improvement is compelling.

It is also important to note that the State of Wisconsin has adopted and mandated the successful completion of the edTPA as a condition of certification for all teacher candidates graduating from all Wisconsin certifying institutions after August 1, 2015. This performance assessment is thoroughly grounded in the implementation of the Common Core Standards. Teacher education institutions across Wisconsin are now fully engaged in the process of preparing for the implementation of the edTPA.

I urge you to support Wisconsin's continued, multi-faceted, widely-based commitment to the Common Core Standards.

I am attaching excerpts from an article by Dr. E.D. Hirsch that I recently came across as I was doing some research to assist my student teachers with vocabulary instruction. Dr. Hirsch is generally considered a conservative voice in education, yet, as you will see, a conservative voice who recognizes the promise that the Common Core Standards have to prompt a positive change on educational outcomes in America.

The references that Dr. Hirsch makes to the Common Core Standards highlight the fact that the Common Core Standards are just that, a set of standards. They are not and do not purport to be a curriculum. The content-rich curriculums that local school districts establish will be the vehicles by which the standards are realized, thus ensuring the local control that some detractors of the Common Core Standards have expressed concern about.

Thank you for your consideration of my thoughts.

Patricia Beers
W352N5298 Lake Dr.
Oconomowoc, WI 53066

From: paula tribolini [mailto:ltribo@centurylink.net]
Sent: Friday, October 04, 2013 10:44 AM
To: Rep.Thiesfeldt
Cc: Sen.Moulton; Rep.Larson
Subject: Common Core State Standards

Dear Representative Thiesfeldt,

I am writing to express my concern over CCSS which was implemented by the State Superintendent of Public Instruction, Tony Evers, without legislative approval. As I am unable to attend the hearings regarding CCSS, I have attached a Word document with my thoughts on the issue.

I am happy to hear that the current Wisconsin budget establishes a suspension of CCSS - and that some or all of it can perhaps be rescinded in favor of establishing and maintaining our own set of standards of excellence in education.

Thank you for considering my comment.

*Mrs. Paula Tribolini
E9673 890th Ave.
Colfax, WI 54730
ltribo@centurylink.net*

From: hkruschke1@mmm.com [<mailto:hkruschke1@mmm.com>]

Sent: Thursday, October 03, 2013 9:28 AM

To: Sen.Farrow; Sen.Harsdorf; Sen.Grothman; Rep.Kestell; Rep.Knudson; Rep.Murtha; Rep.Thiesfeldt; Rep.Vos

Cc: Tim Widiker; Dan Rossmiller

Subject: Common Core State Standards

My name is Howard Kruschke and I serve as Board President for St. Croix Central Schools in Western Wisconsin. I am writing in support of the Common Core State Standards which we adopted and implemented in 2010. Though our district has always performed well on the WKCE and ACT testing, our board struggled for years to try to move our test scores upward from where they were. We tried professional development of our teachers, tried implementing the "Key Works for School Boards" concepts, studied WKCE results and even tried realigning curriculum to correspond with WKCE testing concepts. Only small improvements in student performance were observed over the state testing average scores. In 2010, our school board adopted the common core state standards and started implementation including teacher and administrator professional development training, textbook review and implementation of MAP testing to track how our investments were performing. Our first year was disappointing with test scores stagnant but, we knew the investment would start to pay future dividends in student performance and test scores. The second year produced the first indication on student performance improvement in test scores. We now just completed our third year and our test scores across the board have improved significantly. Our reading and math scores have improved across the board with scores running 10-15% better than the state average. The reading and language standards have also translated into improvement in social studies and science test scores also. In addition to improvement in the WKCE test scores, our ACT and Advanced Placement test performance has also shown significant improvements with ACT scores running with a composite score improvement of nearly 1 point in the last year from 21.9 to 22.8 while numbers of students taking the test has increased. Our participation in Advanced Placement testing has nearly doubled in the last year with nearly 2/3 of the students taking the test scoring a 3 or better. 18% of the students passing the AP tests were high school freshman.

Governor Walker supported the implementation of the Common Core State Standards in 2010. The Common Core was created by both educational and business leaders and are standards normed internationally. They were adopted and supported by the National Governors Association and upheld by every state legislature in which the standards have been questioned or challenged to date. These standards are the first comprehensive set in which student knowledge objectives are clearly defined. They do not dictate curriculum to the local districts, only the achievement expectations. Yes, this costs money to implement but, in my nearly 15 years on the school board, no other effort has produced such dramatic improvement in such a short period of time. The costs have been borne by the local district within the normal budgeting process. Realigning priorities and curriculum to meet the needs of our student achievement. In a cost to benefit analysis, the benefits of common core significantly outweigh the costs of implementation.

In conclusion, I ask the legislature to stay the course and continue to support the Common Core State Standards. They work, they are comprehensive and challenge the abilities of all students. They are not the ultimate achievement level but, set a comprehensive base in which student achievement can be built upon and improved. To date we have not found another set of standards as clearly defined which actually work. Please continue to support these standards and leave the curriculum decisions for implementation to the local districts.

Howard Kruschke
Board President
St. Croix Central Schools
Hammond/Roberts, Wisconsin

From: Tracy Habisch-Ahlin [<mailto:habiscta@staff.hudson.k12.wi.us>]
Sent: Thursday, October 03, 2013 7:55 AM
To: Rep.Thiesfeldt
Subject: Hudson School District Supports CCSS

Dear Representative Thiesfeldt,

The Hudson School District supports the implementation of Common Core State Standards for our students as an essential part of a rigorous academic program. The Hudson Schools have high expectations for student learning. To prepare students for their future and to be college and work ready, rigorous academic standards are necessary to make learning goals clear. The Common Core State Standards provide teachers with a framework of more rigor and a higher level of critical thinking, problem solving, reasoning, and communication than Wisconsin's previous academic standards. These essential skills have been identified by our own Hudson community employers. Developing the knowledge and skills for our students to compete on a world class level is an expectation of the Hudson School District and the Hudson community.

What do the Common Core State Standards mean for the Hudson School District and students?

The Common Core State Standards are providing Hudson teachers with clear and specific expectations for student learning targets. When asked about their reaction to the Common Core State Standards (CCSS), Hudson teachers have expressed that by studying these standards, their classroom teaching practices have been strengthened. By studying the expectations of CCSS, teachers have gained a deeper understanding of how to teach in a more effective way to support higher levels of student learning. While the CCSS provide a baseline for focused instruction and the essential skills needed by students, the strong foundation is a spring board for expanding and enriching student learning. As our teachers have delved into the CCSS, they are seeing students engaged in higher levels of thinking and more rigorous discussions of text. Students are demonstrating improved writing skills that demonstrate deeper levels of thought than have been evident in previous years.

The Hudson School District has used the CCSS to develop elementary integrated units, strengthened our math curriculum, and incorporated the CCSS into disciplinary literacy goals. Planning for and implementing high quality, on-going professional development that engages teachers at all levels to shift teaching and learning to align with the CCSS continues throughout our system for learning. The Hudson School District has already invested resources over multiple years, both staff time and dollars, into implementing the CCSS. If the state was to decide on another set of standards, significant resources would be lost and additional time and dollars would need to be invested into reinventing work that has already begun; work that is showing promise for our students to meet higher learning expectations. There is no need to select a new set of standards.

The CCSS are an essential piece of a sound academic program. At the local level, we make decisions about curriculum, instruction, assessment, and resources. Our full academic program extends beyond the CCSS, as it should, to prepare students for future success in college and the world of work.

The Hudson School District is well positioned to advance the implementation of the Common Core State Standards. Supported by the higher learning expectations of the CCSS, the rest of our strong local educational program, and talented, caring educators, Hudson students can expect to graduate with the knowledge and skills necessary to be successful informed, caring contributors.

We seek your support to maintain the Common Core State Standards in Wisconsin as one of the essential components of a strong state-wide educational program. We appreciate your public service to the students, educators, and citizens of the State of Wisconsin.

Respectfully,
Mary Bowen-Eggebraaten
Superintendent
Hudson School District

-----Original Message-----

From: Barbara Townsend [<mailto:tnbtownsend@gmail.com>]

Sent: Wednesday, October 02, 2013 9:30 PM

To: Rep.Thiesfeldt

Subject: Support CCSS

Representative Thiesfeldt,

I am a resident of Elkhorn and not in your district, but I have learned you are the co-chair of the committee to consider Common Core State Standards. I am writing to you to let you know of my support of the Common Core State Standards.

Elkhorn Area School District employs me as a reading specialist. Elkhorn always seems to be ahead of the game educationally speaking and we have been studying the Common Core State Standards (CCSS) for quite some time now in an attempt to get ready for this change. In other words, I am familiar with the new standards and feel they are a positive step not only for our state but our nation as well. CCSS represent learning progressions from kindergarten through twelfth grade on which we, as a district, will attach scaffolded units of study. We are layering the learning with an end goal in mind. As a result, we will better prepare our students for college and/or the work force.

The CCSS are not a curriculum--each district in the nation has the right to determine the vehicle by which these standards will be taught. In addition, they are not "dummied down"--an expression I have heard from people who are looking to abandon them. Rather, they are increasing the rigor of the education of the children all across our country while creating a much needed consistency state to state.

Please don't let the opinions of those who have not worked with Common Core State Standards to make decisions causing Wisconsin to move backward. Listen to and trust in the educators who are familiar with them. Please support the Common Core State Standards!

Thank you for your time!

Sincerely,
Barbara L. Townsend
1309 Robincrest Lane
Elkhorn, WI 53121

From: Maersch, Mitchell [<mailto:MaerMit@sdmfschools.org>]

Sent: Wednesday, October 02, 2013 4:11 PM

To: Rep.Thiesfeldt; Rep.Knudson; Rep.Pridemore; Rep.Stone; Rep.Steineke; Rep.Schraa;
Rep.Pope; Rep.Sinicki; Rep.Hesselbein; Sen.Farrow; Sen.Vukmir; Sen.Darling; Sen.Lehman;
Sen.Cullen

Cc: Peterson, Jarek

Subject: Letter on the Common Core from School District of Menomonee Falls Superintendent
Dear Legislators,

I am unable to attend today's hearing, but did want to share my feedback with you.

I am the superintendent of the School District of Menomonee Falls. Our schools perform in the top 5% of school districts in the state, and the top 2% of districts with similar demographics. I have been in education for over 30 years. I support the standards and sustaining our focus on college and career readiness.

This is not the first time concerns have been raised regarding the scope and sequence for science and social studies. These debates are longstanding. In the early 1990s through the early 2000s, each time the standards were drafted and shared publically, the concerns about evolution and the social studies concepts were raised. College entrance and the ACT alignment are not tied to this debate. We need to stay focused on the work and not get trapped in the politics.

Locally, we remain accountable to ensure every student is prepared for post-secondary education. The problem-solving skills, processing skills, and the demands placed on student in higher education are extensive. The technical colleges expect an entry score of a 23 on the ACT in any fields impacting the health care areas. The expectations for students are higher now than they have ever been. We expect our students to compete globally. As a nation, we need to be prepared to reach agreement on the expectations for global engagement.

Our student performance has never been higher as a school district. We have clarified what the standards mean for our student performance. We have invested thousands of hours of employee time and local dollars to frame the alignment to the standards for college and career readiness within the Common Core. We have already invested in full alignment to Plan, Explore and the ACT.

While I may question whether we have the capacity as a state to fully implement the design of the Smarter Balanced Assessment, I have no question about the standards themselves and the work being done across the state to continue to improve the college and career alignment.

When I hear the debate being centered on misinformation and outrageous statements of micro-chipping children, I question our will as a state to truly becoming internationally competitive. Singapore is internationally recognized for math instruction. Its leaders studied the curriculum of the highest performing nations, designed its standards, trained its staff, invested in its commitment and achieved its results. It did not base its changes based on politics or personal passions. Politics continue to block our focus as we set the direction for the future of our state, our children and our nation. If we want to be internationally competitive, we need to focus internationally.

Sincerely,



Patricia Greco, Ph.D.
Superintendent of Schools
School District of Menomonee Falls
W156 N8480 Pilgrim Road
Menomonee Falls, WI 53051

Hutkowski, Hariah

From: Joe/Kim Schneider <k18j04@gmail.com>
Sent: Sunday, October 06, 2013 10:18 AM
To: Rep.Thiesfeldt
Subject: Common Core
Attachments: Exemplar.pdf

Your quote from today's Fond du Lac Reporter

"I'm just afraid that if we have a national set of standards it will sap innovation," he said.

is very far from truth..

The standards-English Language Arts, Math, Science, provide a common framework. There is a much room for student innovation within the standards. Last school year my colleague and I developed a project to help students meet the writing standards while allowing choice for them to investigate and learn about a topic of interest. I have attached one as an example. This 8th grade student wanted to investigate how much it costs to raise a teenager. She did field research, source research, and even innovated by making her own info-graphic about her results. This did not hamper her, in fact she practiced the three forms of writing-narrative, informative and argumentative, along with technology fluency. That is innovation within the standards.

The NGSS have crosscutting concepts, and engineering standards. We have needs in this world for re-evaluating how we as citizens interact with our natural world. We will have students focusing on solving problems- how to engineer new forms of energy, create safer modes of transportation, and continue to develop new technologies. The Next Generation Science Standards integrate sciences and allow students to innovate.

The accountability testing is the lens that some people are using to view the standards as harming any innovation. The fear of "test prep" like you can read about in the New York Times has set off some groups. Yet, the Smarter Balanced Assessment system has some elements that encourage innovation while assessing. There are performance elements included. One math example I have studied involves students examining survey data, costs, and geographical measurements to design a city park. That sounds just like what a city council member might do. If we practice for skills like that, we have much room for innovation and preparation for our future.

Bottom line again. I want my child's science teacher to decide how to take these standards and allow her to build a robot, engineer a new bridge, critically read and write about a topic she is passionate about. I do not want politicians making those decisions. People who are passionate about education have studied and worked with these standards and continue to emphasize professional development with the students at the heart. We are the experts. Let us work with our children without your political interference.

Kim Schneider
Parent-Rosendale Brandon School District
Teacher-Fond du Lac School District

Title -Question: How much does it cost to raise a teenager?

Author:

Date: May 23, 2013

Section 1-Field notes

In the lunchroom boys and girls tend to sit on opposite sides, wearing mostly pinks/reds and neutrals. They tend to hang out with people who wear mainly the same kind of clothing. Girls tend to wear their hair up. As the seventh graders file into the lunchroom girls and boys start to mix. Girls are wearing their hair down and more sweatshirts are being worn. Tennis shoes are becoming more noticeable. There are more and more blacks and browns. This was appearing in the clothing that the students were wearing. Students still tend to sit with groups of people that wear the same clothing. More and more food is thrown out, meaning more money is being wasted out of their parents' pockets. **How much money does it cost in a year to raise a teenager?**

Section 2-Interview

It was just another normal day at Sabish Middle School, when I interviewed Jillian. We were sitting out in the hallway. The first question she answered fairly quickly and in a loud voice she responded with a big fat NO! She was complaining when she answered, because she does chores for no money. Between question she seemed disinterested because she would lean over and talk to Zoe. When I finally got to the next question she said that her mom takes her shopping a lot. Her mom buys her most of her clothing and necessities. If her mom doesn't approve of clothes that she wants, then she has to buy it herself.

When answering this question, Jillian was laying on her stomach. This topic was so easy for her to talk about she was very relaxed. She had to think for awhile well trying to think about where her money comes from. Her final answer was that her money mostly from babysitting, but if she were to go shopping then her mom would give her like \$30. On her phone she has a data limit, if she goes over the limit then she has to pay for how much she goes over.

I interviewed Brianna, a sixth grader. It was a Tuesday morning when I sat down in the hallway to talk to her about money. She was on one knee and kneeling on her back foot. She was very calm and relaxed well she was talking. When I asked her if she gets an allowance it was a strait yes. She does have to do chores for the allowance she receives. 25 or 30 dollars is her weekly allowance. Even with getting an allowance, her parents take her shopping and still buy her stuff. Most of her money comes from doing chores, but on occasions her parents just give her money. Her phone is paid for by her parents as well.

We got into talking about how her phone broke and how it costs 20 to 30 dollars just for a new battery. Why does it cost so much for a battery, I mean the battery comes free in the phone, or maybe that is why phones can be so expensive. She said that her grandma bought a new battery for like a couple dollars online. I am saying all of this because she still doesn't have to pay for any of it. Her parents pay for the phone and her grandma bought a new battery for it.

Title -Question: How much does it cost to raise a teenager?

Author:

Date: May 23, 2013

Section 3-Source Review

An article that I read was written by Karen Collier from the *Sunday Herald Sun*. This article was focused around how much money teens spend on money right out of their parents pockets. One statistic in the article was that teens spend \$96 dollars a week on things like phones, transportation, and clothes. Most of the money that they are spending is from their parents, part-time jobs, and allowances. Another article that I read was written by Beth J Harpaz from the *Associated Press*. This article was all about life skills that teenagers need to learn before they move out of the house. Things that they need to know are easy things like doing their own laundry or as difficult as learning to budget money.

The third article was written by Cynthia Meyers from *Demand Media*. This article was written on a website called *The Nest*. It talks mostly about that the age and the number of children determine the cost. It also says that the amount of money that the parents make determines the amount of money spent on a child or children. The last article was written by Matt Krantz from *USA Today*. The topic for this article was all about how you should start saving for college as soon as possible, so you can save more. The later you start saving for college the more money you will have to be saving up a month. Most parents start saving for college when their teen starts high school. That causes less money being spent on the child shopping and more saving the money.

Section 4-Action step

Obviously parents know that raising a teenager can be costly. They have to pay for insurance, food, and clothing, just to name a few. When a teenager wants money, most of the time parents just give it to them. However teenagers don't know how to finance money that they earn or get. Therefore I think that in high school or even middle school there should be a class or I.E. time where teens learn the importance of financing their money. Some things that this class should be included in this class are lessons in how to save and finance money.

I also think that when children first enter elementary school the parents should go through a lesson on how to save money in a college fund for their children. Schools should make a partnership with insurance companies or financial specialists. This way if a student needs any help with how to save for college they can call or go see the specialist. These are some ways that our school could help show teenagers the importance of money.

Section 5-Conclusion

How much does it cost to raise a teenager? From interviewing students I learned that in most cases parents are afraid to say no. When their teens ask for money they don't want to disappoint them, so money is just handed out without thought. Even if the teenager does chores for money, their parents still give them money to go shopping. In most of my sources it suggests saving for college earlier, the later you start the more you are going to have to save. There is no real answer to how much money that it costs to raise a teenager, but I think that teenagers have to learn the importance of money. Schools

Title -Question: How much does it cost to raise a teenager?

Author:

Date: May 23, 2013

should include financial classes and parents should influence saving and spending money at home.

Section 6-Works Consulted

Source	Summary
http://www.heraldsun.com.au/news/teenagers-are-spending-an-average-of-5000-a-year-of-their-parents-hard-earned-money-survey-reveals/story-e6f7jo-1226504525546	This article talks about how much money teenagers spend of their parents money.
http://www.today.com/id/32735738/ns/today-parenting_and_family/t/teach-teens-life-skills-laundry-budgeting/#.UYE2t1G7HD0	This article features information about skills that teenagers need before they leave the house.
http://budgeting.thenest.com/much-money-parents-spend-yearly-kids-teens-26667.html	In this article it talks about how saving for college earlier saves more money.
http://usatoday30.usatoday.com/money/perfi/columnist/krantz/story/2012-08-26/saving-investing-for-college/57291544/1	This article talks about saving and investing for your teenagers.
http://money.cnn.com/magazines/moneymag/money101/lesson11/index.htm	
http://www.nclnet.org/personal-finance/66-teens-and-money/119-teens-spend-big-but-dont-always-spend-smart	

Infographic to Represent my Project:

<http://infogr.am/Top-5-Things-Teens-Do-For-Money/>

Hutkowski, Hariah

From: karen schroeder <kpfschroeder@centurylink.net>
Sent: Saturday, October 05, 2013 1:24 PM
To: govgeneral@wisconsin.gov; Sen.Farrow; Sen.Vukmir; Sen.Vukmir; Sen.Darling;
Rep.Thiesfeldt; Don Pridemore; Rep.Knudson; Rep.Pridemore
Subject: IMMEDIATE ADOPTION OF NEW STANDARDS WAS PROVEN POSSIBLE DURING HEARINGS

Dear Governor Walker, Senator Farrow, Senator Vukmir, Senator Darling, Representative Thiesfeldt, Representative Pridemore, and Representative Knudson:

Information provided at the public hearings showed that Common Core Standards can be replaced with new standards immediately, that new curriculum materials could be purchased next spring and summer, and that testing materials free of federal influence could be implemented by the 2014 school year. This can be **accomplished quickly and inexpensively** because Wisconsin has local control of schools, because there is no need for additional teacher training, because few new materials will be required, and because appropriate testing tools have been created and are available for immediate use. Most importantly, this can be **implemented in a way that most teachers will embrace and that unions cannot easily oppose effectively.**

When legislators assume oversight of the DPI by requiring that DPI must follow specific guidelines for all state standards, future problems with upcoming science, history, and health curriculums could be avoided.

Testimony revealed that the four changes which enabled Massachusetts's students to lead our country in reading, math, English, and science for many years were simply changes in attitude and philosophy which require no additional teacher training or major funding. Those changes should become guidelines for Wisconsin's DPI and include:

- Increasing Standards: algebra I is required **before grade nine.**
- Guaranteeing that all curricula is "back-to-basics" by removing and forbidding all socially and politically ideological centered curricula
- Requiring that **NO specific teaching methods be required as part of the standards: remove constructivist teaching methods currently required in Common Core Standards and lessons**
- Treating teachers as professionals and encouraging teachers to use the method(s) they believe are best suited to teach the specific lesson to a specific group of students

It may be prudent to add:

- Require that access to newly recommended baseline standards be presented in all local TV, radio, and newspapers, and in all major Wisconsin papers. School districts should be required to hold public hearings to discuss these baseline standards.
- Require that all standards be presented as a **baseline** and that all school districts be encouraged to improve and/or enhance those standards through exercising local control of schools.
- Commit the state to funding texts and tests that assess achievement of the baseline standards and provide State Grant Dollars that districts may apply for and use to purchase items needed by schools and teachers who wish to enrich those standards.
- All future legislation and funding proposals should no longer include funding for a specific policy, but the language should always support the local-control process.

ACCOMPLISH QUICKLY AND INEXPENSIVELY

MATH

New standards could be adopted immediately and the purchase of replacement text books could begin next spring. Massachusetts math standards are TIMSS based and available to all states to use as a baseline. Since these standards have been proven successful for students across all socio-economic and racial lines and for students with special needs, there should be no need to make major changes to the Massachusetts/TIMSS standards. If the DPI wishes to make changes which reflect the above mentioned guidelines, they should be required to do so by spring. Since teachers successfully meet short deadlines, I am sure the highly educated members of the DPI will find a way to accomplish this task expeditiously.

New math books will have to be purchased to meet these requirements. If Wisconsin provides funding for new math textbooks that will significantly raise standards for Wisconsin students allowing them to become competitive with those in the most successful states, the citizens of Wisconsin would appear irresponsible to fail to support the Governor and legislators who make this financial commitment. It is wise to stop wasting time and money on a set of bad standards. It is prudent to spend our hard-earned dollars for something that has been proven successful.

ENGLISH

The Massachusetts's English standards are also free to states. If Wisconsin implements these standards, the only new cost will be to purchase a grammar book for every classroom K-12. Some professional development time will have to be committed to helping K-6 teachers learn grammar themselves. No additional costs will be incurred by the state for this training because the money for professional training is already in the budget. Nothing additional is required. **It is imperative that the English standards be adopted now for implementation during the 2014-2015 school year and that all superintendents be notified that they may need to change the agenda for their 2013 professional training to focus upon teacher mastery of grammar skills that will be required for their students.** Please note: no additional time should be needed to teach teachers HOW to teach grammar. College teacher-preparation programs have already taught teachers how to implement every teaching method known to man and how to modify those teaching methods. Refreshing those teaching methods is part of the teacher recertification process.

The reading list required by Common Core can be quickly revised by eliminating all materials that include a social or political view point. Otherwise the list and the teaching of those lessons can be easily reshaped by the teacher without the need of any new training. The teacher simply needs direction: Teachers are the professionals so they may choose any teaching method and approach that is free from social or political ideologies. **It is time to stop blaming teachers for failed policies and standards. Frequently demanding additional teacher training implies that teachers are to be blamed for failed policies.**

READING

Testimony revealed that PIRLS, one of the largest international collections of information on reading literacy, explains that **improvement in reading is dependent upon** an "emphasis on **decoding** and comprehension strategies, and access to a variety of reading materials." Therefore, the state will need to provide a phonics reading program for each reading teacher. Since teachers will now be treated as professionals who have the right to choose one or both methods, it must be made clear that the phonics curricula is an additional resource to increase options that will assure teacher and student success.

Few will argue against the wisdom of providing additional resources to teachers especially when those resources have a proven record of enhancing student outcomes.

The Democrat Party keeps local party leaders apprised of the step-by-step process they want initiated to build a groundswell of support for a final initiative. It is time for conservative leaders to find an appropriate way to access those support bases available to them. Organizations like Advocates for Academic Freedom, the CATO Institute, McIver Institute and others will help with this.

IMPLEMENTATION THAT GAINS SUPPORT

Teachers are unlikely to argue against being recognized as professionals or against being given a set of standards that provides a broad range of methods from which to select to assure student success. Teachers are likely to appreciate knowing that legislators understand that it is not fair or reasonable to impose a curricula or a teaching method on a teacher who is then held accountable for what might be a failed curricula or a failed teaching method. These newly recommended standards and philosophy show respect for the role that a teacher's judgment plays in student success.

Unions could not easily oppose anything that promotes their members as professionals and that provides professional choices for teachers. Opposition would be especially difficult since unions have accepted teacher accountability through teacher evaluations.

Opposition from parents, from political party leaders, from Democrat legislators, and from the DPI will lack substance when the legislative guidelines and new standards have been proven successful in other states, when they have a wide range of public support, and when it can be proven that these standards and guidelines will better serve Wisconsin's children.

It is time that Republican political leaders acknowledge organizations like Advocates for Academic Freedom, CATO Institute, and McIver Institute as allies. Our organizations have the power of the pen and a level of taxpayer access which make it possible for a solid base of support to be set **before major policy** announcements are made. We can educate the public on the process and direction, the advantages and disadvantages, so that public announcements which support goals of conservative constituents are met with a wide range of acceptance rather than skepticism within our own base of support. When conservatives are well informed and united, time will be effectively used to answer concerns posed by others.

Respectfully,

Karen Schroeder

715-234-5072

Rice Lake, WI 54868

Hutkowski, Hariah

From: Universal Cleaners <universalcleanersllc@gmail.com>
Sent: Friday, October 04, 2013 12:41 PM
To: Rep.Thiesfeldt
Subject: Common core...career tracks

Dear Sir,

I attended yesterday's hearing on the common core. Thank you for listening and I hope you and your colleagues continue to investigate common core. I have a link about Marc Tucker, towards the end of the hearing a woman brought up career tracks that middle schoolers were given to tell them what type of career they will be doing in the future, Marc sent a letter to Mrs. Clinton during Presidents Clinton's term about this subject about career tracks. You can google the letter he sent her. This link is about Marc Tucker's involvement with the common core and his response to an educated Chinese national who came to the US for education.

<http://zhaolearning.com/2013/01/17/more-questions-about-the-common-core-response-to-marc-tucker/>

Please do not continue implementing and funding ccss.. Wisconsin can do better.

Thank you,

Betsy Sedelbauer
N7773 Toddle Rd
Hixton, Wi

Gary Sedelbauer
Universal Cleaners LLC
715-299-0768

Hutkowski, Hariah

From: Cassandra Schug <schugc@watertown.k12.wi.us>
Sent: Friday, October 04, 2013 11:05 AM
To: Sen.Farrow; Rep.Thiesfeldt
Subject: CCSS Hearing
Attachments: Hearing Testimony.docx

Good Morning,

As I know was the case with many of my superintendent colleagues, while I arrived yesterday in the morning in hopes of testifying at the CCSS hearing, I needed to leave at approximately 4:00 p.m. to attend to other obligations and was not able to testify. I was told that I could email my testimony for submission.

Thank you for taking the time to read my testimony. This is an important issue for education in our state, and I am hopeful that once the evidence is heard across the state, we will be able to continue our important work.

If I can answer any questions, I would be happy to do so.

Thank you.

Cassandra Schug
Superintendent of Schools
Watertown Unified School District
(920)262-1460 Ext. 3229
schugc@watertown.k12.wi.us

"Be the change you seek in the world." Gandhi



Watertown Unified School District

Educational Service Center
111 Dodge Street
Watertown, WI 53094
920-262-1460

Cassandra Schug
Superintendent of Schools

October 3, 2013

Hearing Testimony on Common Core State Standards (CCSS)

As the Superintendent of the Watertown Unified School District (WUSD), I am here today on behalf of our school district to advocate for the continued support of the state adoption of the CCSS. The WUSD serves approximately 4,000 students in a community of approximately 23,000. Our teachers and administrators have spent the past three years aligning our English Language Arts and math curriculum to the CCSS.

While at the beginning of this process there were concerns that this would be an arduous task and that the standards were perhaps too robust or too challenging, and they would force us to think about teaching differently. Since that time, we have come to believe that the CCSS, while still not perfect, are the right answer for the students in our District. The CCSS emphasize the necessary content and skill sets to prepare our students for whatever post-secondary path they choose to pursue while still allowing school districts the flexibility to create appropriate curriculum alignment to meet the unique needs of each district.

In our work over the past three years, we have found the standards to be rigorous, relevant and well-designed. We have also found that we have not needed to restrict the ability of teachers to utilize a variety of instructional practices that work best with their students, and we have been able to continue to respect the art of the craft of teaching. When I am in the classrooms of our math and ELA teachers, I have seen them skillfully employ a variety of different styles and approaches to teaching, but I have also seen commonalities of student engagement and rigorous expectations. The best of those worlds is enhanced by the CCSS.

Wisconsin has long been a leader in education. In fact, Watertown, Wisconsin, is home to America's first kindergarten. Wisconsin continues to be a leader in graduation rates and ACT test scores and participation levels. Alignment to the CCSS is absolutely critical to continue our role as a leader in the nation. If we do not prepare our students for career and college readiness, we are not adequately serving our students, parents or communities. If we halt our alignment processes to the most rigorous and relevant standards with which we have ever worked, we do our students, parents and communities a great disservice.

Sincerely,

Cassandra Schug
Superintendent

Hutkowski, Hariah

From: FOSTER, EMILY <emily.foster@mgschools.net>
Sent: Thursday, October 03, 2013 3:58 PM
To: sen.farrow@legisl.wisconsin.gov; Rep.Thiesfeldt
Subject: Fwd: Common Core Standards

Dear Senator Farrow and Representative Thiesfeldt:

The following is an email that I sent to Governor Walker and my representatives last week regarding the Common Core Standards. I wanted to email it to you as well, as it pertains to the Common Core hearings being held at the capitol today.

Thank you for your time,

Emily Foster
Kindergarten Teacher
Taylor Prairie School
Monona Grove School District
Cottage Grove, WI
608-839-2120 (direct line to classroom)
608-839-8515 (Taylor Prairie office)
608-698-9403 (personal cell phone)
emily.foster@mgschools.net

Home Address:
728 Willow Run Street
Cottage Grove, WI 53527

----- Forwarded message -----

From: FOSTER, EMILY <emily.foster@mgschools.net>
Date: Wed, Sep 25, 2013 at 6:22 PM
Subject: Common Core Standards
To: govgeneral@wisconsin.gov
Cc: Sen.Miller@legis.wisconsin.gov, Rep.Hebl@legis.wisconsin.gov

Dear Governor Walker:

I read today's article in the Wisconsin State Journal entitled, "Walker: Standards too Weak". The article states that you believe our state should have more rigorous academic standards than the Common Core Standards. While I appreciate your interest in the success of our students, I invite you to please visit my kindergarten classroom to observe what is expected of my students as a result of the Common Core. Kindergarten students are adding and subtracting numbers through ten, reading a variety of genres, writing narrative and opinion papers, engaging in high level phonics work (previously intended for higher grade levels), along with many other rigorous skills that tie to the Common Core. Students are developing learning goals and are assessed through daily formative assessments and standardized assessments. Kindergarten students complete homework. Expectations are high, teachers set goals for their students and work together to ensure that students learn to their fullest potential. Our students' school day looks very different than it did even five years ago and drastically different than their parents' kindergarten days.

Again, I invite you to visit my classroom and school district to see how the Common Core is affecting our kindergarten students, and students of all ages, and then decide if the Common Core Standards are indeed "too weak".

If I could suggest a better approach, it would be examine those schools who are doing great things, have positive outcomes, and are earning awards and recognition. Find out what those schools are doing and try to capture that success.

Sincerely,
Emily Foster
Kindergarten Teacher
Taylor Prairie School
Cottage Grove, WI
Monona Grove School District
608-839-2120 (direct line to classroom)
608-839-8515 (Taylor Prairie office)
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Kindergarten Teacher
Taylor Prairie School
839-2120

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Emily Foster
Kindergarten Teacher
Taylor Prairie School
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608-839-8515 (Taylor Prairie office)

Hutkowski, Hariah

From: moss-noreply@legis.wisconsin.gov
Sent: Thursday, October 03, 2013 1:39 PM
To: Rep.Thiesfeldt
Subject: Form Results website comments

Form submission results

Date: 10/3/2013 1:38:37 PM

Field Name	Value
Comments	Sir, Since I am unable to attend today's common core hearing, I would like to express my view in this e mail. I believe that implementation of common core in Wisconsin will lead to loss of local control and is a dangerous path to take for state education. Thank you for your attention, Don Simon
Email	drsimon@excel.net
Name	Don Simon
Address	N6576 Richards Road
City_state	Fond du Lac, Wi 54937
Phone	920 922 4239
FormName	website comments

Message sent from: <http://legis.wisconsin.gov/assembly/thiesfeldt/Pages/Contact.aspx>



Office of the President

1720 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-2321
(608) 262-3985 Fax
email: kreilly@uwsa.edu
website: http://www.wisconsin.edu

October 3, 2013

TO: Members of the Select Committee for Review of the Common Core Standards

FROM: Kevin P. Reilly, President *Kevin P. Reilly*
Mark A. Nook, Senior Vice President for Academic and Student Affairs *Mark A. Nook*

RE: Common Core State Standards

Thank you for the opportunity to provide input on the Common Core State Standards.

Since the State Superintendent adopted the Common Core Standards, UW System has worked collaboratively with DPI and other education stakeholder groups to ensure that this initiative is implemented in a way that truly promotes college readiness. Our overriding goal is to make certain that prospective and current UW students have access to high-quality opportunities that prepare them for success in school, in work, and in life.

The adoption of these common standards and assessments gives us the opportunity to:

- 1) **Better define college readiness** – This is important because the ACT National Curriculum study shows a persistent mismatch between high school teachers' and college instructors' views on whether graduates are truly college ready.
- 2) **Redefine remedial education so that students enter UW institutions taking credit-bearing courses from day one** – As college tuition rises, students need to pay for credit-bearing courses rather than remedial courses that do not provide them with credit toward graduation. As we are all concerned with the time it takes a person to get a degree, reducing the need for remedial coursework is critical. In addition to the cost to students, it is costly and inefficient for institutions to have faculty and staff focused on remedial instruction instead of teaching credit-bearing courses. We don't want Wisconsin taxpayers to pay twice for the same level of instruction.
- 3) **Better align the last two years of high school with college entry courses** – This is related to the remedial education issue. If high schools can use the new standards and assessments to determine if 11th graders need an additional year of mathematics or writing, and then the students can complete that coursework during their 12th grade year – effectively completing the remediation while still in high school – students will truly be entering UW institutions "college ready."

- 4) **Provide more dual enrollment/credit options for high-achieving high school students**
– As we better align the 11th and 12th grade curriculum in high schools with post-secondary coursework, many more students will enter college having already earned credits toward their degree. This in turn will reduce the cost of college for students who take part in dual enrollment programs.

- 5) **Produce graduates of teacher preparation programs with knowledge and competencies needed to effectively incorporate the Common Core State Standards into their teaching** – In addition to working on undergraduate teacher education, our institutions will also be providing ongoing professional development for teachers already working in the field. This work will be influenced by these new standards.

All five of these areas listed are important for higher education institutions and K-12 schools to address, in order to avoid wasteful, duplicative expenditure of taxpayer dollars, and hold down the cost of higher education for students and families by enabling faster progress toward a degree. The Common Core standards provide us with the best opportunity to date to make meaningful progress in these areas.

Thank you for the opportunity to submit this testimony and we look forward to continuing the conversation on quality standards and assessments.

Copy: Board of Regents
Chancellors
Provosts
Deans of Education

Hutkowski, Hariah

From: Sadoff, Aaron <asadoff@nfdlschools.org>
Sent: Thursday, October 03, 2013 9:44 AM
To: Rep.Pope
Cc: Rep.Thiesfeldt; Rep.Schraa; Sen.Gudex; Sen.Olsen
Subject: Common Core Letter
Attachments: CCSS Letter October 3rd.pdf

Rep. Pope,

I was contacted by one of your staff (Jarrod) about information about the Common Core. I was fortunate to present at the Common Core hearing in Spring and look forward to attending the hearing in Fond du Lac on Tuesday, October 17th. I am also very excited to be hosting my to legislators (Rep. Schraa and Sen. Gudex) next Monday to discuss the Common Core -I will have educators that have been involved in the transition and adoption of these helpful standards to share and answer questions they have.

Attached is a letter that I wrote that if you wish - or if you Sen. Gudex or Rep. Schraa would like to share at the hearing today. I am guessing that there will be many people with many ideas to share and there may not be time.

Our schools are not broke, but we can improve and the Common Core State Standards have been a catalyst to accelerate the process! Our kids rely on us every day to bring our A game and these standards are a great start to raise expectations and help education evolve to better meet all of our students' needs!

Have a great day - I wish I could be down at the hearings and be part of the excitement!

I LOVE THAT EDUCATION IS BEING TALKED ABOUT!!!

Aaron

Superintendent - The School District of North Fond du Lac

Phone: (920) 929-3750

Cell: (920) 539-7151

Fax: (920) 929-3696

Our email domain has changed - Please begin to utilize asadoff@nfdlschools.org - Our District is now in the world of Google Apps for Education!

"A life is not important except in the impact it has on other lives." -Jackie Robinson



THE SCHOOL DISTRICT OF NORTH FOND DU LAC

225 McKinley Street
North Fond du Lac, WI 54937

October 3rd, 2013

RE: Common Core State Standards are good for the School District of North Fond du Lac

Dear Committee:

*Many are here because they **think** that Common Core State Standards were forced upon our state in a quiet, sneaky way and that this maneuver is a conspiracy to have the federal government start to influence states more and more and dictate how we teach our students. This could not be farther from the truth. First, the federal government cannot even run themselves let alone influence and dictate what goes on in the School District of North Fond du Lac (and others in our state) and secondly, the Common Core has been being implemented, discussed and shared for the past 3+ years, but now because of clear lies and mistruths people are being purposely misled, subjected to scare tactics and energized to disagree with an educational initiative that is already helping our schools improve! Education in the state on Wisconsin is not broke! It is very good, but we can do better and the Common Core is helping us improve! Here is a short story of the journey as I see the Common Core emerging as a tool to help us improve to help all students grow and achieve. AND SAVE MONEY AND RESOURCES!*

There is a great nation that is struggling to maintain being a world power and a functional democracy. Everyday people are trying to fix blame on why things are not working and working in ideological caucuses at federal, state and local levels. Resources are being stretched thin. Social media and technology are bolstering more and more information faster and faster (not all that is accurate). A prevalent thought has once again come to the fore front of people's minds – public education you are failing us you are not doing your job!

Educators, Legislators, Parents, School Boards all work tirelessly, to make educational expectations and delivery better. Every day the students will come to school and the teachers would teach. The curriculum and standards grew – not coordinated or applied equally across schools even within states. Everyone worked hard and got out of the process directly what the process allowed.

Since the inception of this great nation, the 10th Amendment of the United States Constitution allocated all rights not included in the Constitution to be allocated to the states. Education and the development and implementation of curriculum are one of those rights that states took upon themselves and crafted and articulated in each constitution. As time evolved, the states' educational standards evolved at different paces, expectations, and directions. Through many "crisis" in education, from Sputnik in the late 1950s that put an emphasis on science and instigated the "Race to the Moon" to the 1983 report a "Nation at Risk" to the 2001 bi-partisan "No Child Left Behind Act" and focus on accountability – this nation has struggled to fundamentally align resources necessary to truly change the learning opportunities of our students.

Educators, Legislators, Parents, School Boards all work tirelessly, **alone** to make educational expectations and delivery better.

Then, one day the National Governors Association (**not Senator Obama or President Bush**) organized a group (48 states participating) to look at articulating clear and concise expectations (not curriculum) in the educational foundation of math and language arts (including reading, writing and communication). Working together, studying international benchmarks and state developed standards, the group lead by a diverse group of educational experts formulated The Common Core State Standards. The standards would be skill – based expectations with suggestions of exemplar examples of content that could help students reach higher educational growth. What the standards emerged as were:

- a floor, not a ceiling
- standards not curriculum
- a logical and research-based progression of skills to master – in-depth math and language arts abilities to help all students succeed
- an opportunity for states to work collectively on expectations, but leave each state and local school district the flexibility to deliver the standards in a way that was meaningful to the student and acceptable by the community
- **an opportunity for local educators and communities to focus on the “how” of education – not the what**

Because of these Standards, states can now work together on improving education by having the same expectations, but harnessing millions of ideas and professionals to find best practices and meet the needs of all students to become more college and career ready.

Because of that, states can now allocate funding in a better and more resourceful way, not having the burden of recreating standards yearly and utilize educational resources to fundamentally transition from teaching to learning! Bolstering curriculum for all-students!

Until finally all families, no matter where they live in the United states of America or abroad, no matter where they move – all educators, no matter where they serve students – all educational providing businesses across the world – have a clear understanding of the basic skills in math and language arts that are expected to addressed at each year of a child’s educational journey – making the education of students more efficient and effective.

The Common Core State Standards are about raising expectations, coordinating resources, saving money and ultimately being a cornerstone of the future of public education to ensure equity to all and **reinforce the importance of local control and ideology!**

Sincerely,



Aaron Sadoff – Superintendent

Phone (o): (920) 929-3750

Phone (m): (920) 539-7151

Email: asadoff@nfdlschools.org

Hutkowski, Hariah

From: Joe/Kim Schneider <k18j04@gmail.com>
Sent: Wednesday, October 02, 2013 10:51 PM
To: Rep.Thiesfeldt
Subject: Common Core Standards

Strengths of Common Core Standards from a teacher lens

1-Outlines clear expectations at each grade level in Language Arts, Math and Science.

Example:

- CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- This standard drove our instruction in which all 160 8th graders created presentations, presented them to small groups, and accepted feedback.

That is something required of many occupations and community organizations. People often complain how "teenagers" can't communicate. We witnessed preparation, clarity, fluency and articulate feedback when 150 8th grade students presented. This activity then scaffolds for future presentations-argument, informative, and speech to continually strive to meet and surpass this standard.

2-The Language Arts standards document and website offers exemplars of text, complex and rigorous text, that students should be striving. This helps us as educators know how to target instruction so that students can stretch to the complex text.

3-The Common fact of the Common Core allows educators across the country to connect via Personalize Learning Networks. A weekly Twitter chat about English Language Arts foster sharing, information and collaboration because we all understand the same standards. Thousands of educators are on Twitter at night, after school -collaborating across the country to find more techniques and methods to help every student achieve.

4-The SMARTER Balanced Assessment, which we piloted at my school last winter, has strong elements of critical thinking, analysis and integration of reading and writing, which is necessary in career, college and citizenship readiness.

Since accountability will NEVER go away for public schools, this assessment more closely reflects tasks that align to the thinking, problem solving, and writing needed in careers for the future.

Strengths of Common Core from a parent lens

1-The standards give common language and structure across the disciplines. Students work on literacy skills in Science, Social Studies. The collaboration among teachers allow students to accomplish learning that is more relevant and related to tasks they will encounter in the future.

I have noticed this with all three of my children. Using writing, critical reading, and technology to support a presentation in Social Studies or Science. My children are challenged to go beyond "traditional" fact learning.

2-Standards for Science INTEGRATE concepts. Rarely in the real world can problems be solved, things be re-engineered without crossing disciplines. Engineers will need information about geology, physical properties of material, meteorology and physics in order to repair the Leo Frigo bridge in Green Bay. The Science Standards, coupled with the Standards for Mathematical Practice help my child learn how to solve problems, both mechanical, environmental, and even political because they are learning how to think, evaluate, and respond.

3-Educators strive to learn. The educators who work with my child, any child, should be the group to determine what standards and learning targets my child needs to achieve. Politicians should **not** determine this. Educators are in deep study of how the standards mesh with learning theory, child development, and the demands for career, college and citizenship readiness.

The Report Card for the public Rosendale-Brandon School District reflects strong learning and teaching with the Common Core Standards. The Language Arts scores at Grade 10 are some of the highest in the state. These educators have embraced the rigor and emphasis on clear communication that are a part of the Common Core Language Arts standards and the results are represented in the accountability testing.

The Common Core standards have helped elevate my children's writing, and embedded critical thinking and literacy in the content areas. For this I am grateful to the Rosendale-Brandon Public school district for having outstanding, dedicated educators who strive to learn how to implement the rigorous standards. **They are the ones who can determine what my children should learn.** The Report Card for the public RBSD reflects strong learning. The Language Arts scores at Grade 10 are some of the highest in the state. These educators have embraced the rigor and emphasis on clear communication.

As for the Governor's comment about rigorous standards, I urge you to reflect on what you experienced as a student compared to what these standards are asking of students. The text levels in Language Arts, the mathematical concepts, and the Cross Cutting science concepts all develop critical thinking, something our children will need to improve our community, state and nation from where it is today.

Resources:

corestandards.org

<http://www.nextgenscience.org/next-generation-science-standards>

Kim Schneider
W9349 Blewett Road
Eldorado, WI 54932
Parent-Rosendale-Brandon School District
Teacher-Fond du Lac School District

Hutkowski, Hariah

From: Wisconsin Reading Coalition <wisconsinreadingcoalition@gmail.com>
Sent: Wednesday, October 02, 2013 5:31 PM
To: Sen.Farrow; Rep.Thiesfeldt; Rausch, Scott; Hutkowski, Hariah
Subject: Statement for Common Core Hearings
Attachments: Watermark Template.docx



TO: Senator Paul Farrow and Rep. Jeremy Thiesfeldt
RE: Statement for Common Core State Standards Hearings

In the last biennium, Wisconsin Reading Coalition was honored to contribute to the drafting of the student screening and teacher reading exam provisions of Act 166. That reform effort continues to enjoy a bipartisan support which enhances its potential to push positive change in reading performance in Wisconsin.

The Common Core State Standards are another essential piece of the pie in addressing Wisconsin's weak and stagnant reading performance. Please see the attached statement in support of the CCSS. Like Act 166, the CCSS have received strong bipartisan support since their adoption in 2010. Districts across the state are well into the process of adapting curriculum and instructional practices to ensure that our students meet these rigorous but attainable goals. We hope that the CCSS will continue to receive your well-deserved support.

Sincerely,
Mary Newton for Wisconsin Reading Coalition



Wisconsin Reading Coalition

October 3, 2013

The Wisconsin Reading Coalition supported the adoption of the Common Core State Standards in 2010, and strongly supports their continued implementation. The English Language Arts standards lay out the key developmental milestones that all good readers must attain, from beginning decoding skills to close reading of complex text and effective written expression.

The Common Core is also integrated with other important education initiatives that are underway and paying dividends in Wisconsin, including student screening, early intervention, assessment, teacher preparation, professional development, and classroom and school effectiveness. These efforts are all intricately linked and support each other. At the same time, the Common Core satisfies the college and career-ready bar necessary for Wisconsin's waiver from No Child Left Behind.

Many aspects of education are appropriately left to local control. However, reading standards are not among them. The process of reading acquisition does not vary from community to community. Quality standards-writing demands a tremendous investment of time, money, and expertise that is not available on the district level. Even at the state level, our previous standards-writing efforts were costly and inadequate. There is nothing to indicate that we would do better by trying again. We agree with the conclusion of the Fordham Foundation that no state's standards took as big a leap forward as Wisconsin's when we collaborated with other states to create the Common Core.

There is still a huge role for local districts to play in the implementation of the standards, including curriculum design, selection of textbooks and reading material, and development of writing activities. To keep Wisconsin moving forward, districts must be able to focus their resources on those critical tasks, and the Department of Public Instruction must put its energy into supporting local communities. Wisconsin's momentum will be derailed if we push those efforts aside in order to take up a standards-writing project.

The better plan is to continue implementing the Common Core and keep our resources where they are now, benefiting our children, our teachers, and our state.

For more information, contact Steve Dykstra at 414-399-7201, or email wisconsinreadingcoalition@gmail.com

From: Kim Kaukl [<mailto:kkaukl@rvschools.org>]
Sent: Tuesday, October 01, 2013 12:58 PM
To: Rep.Thiesfeldt
Subject: Support for Common Core Standards

Representative Thiesfeldt,

I am writing to ask for your support of the Common Core Standards (CCS). I know there is a push to put the standards on hold or to develop other standards. Our district has already invested a lot of time, training and money in implementing the CCS, because we feel their rigor is moving Wisconsin forward in a positive way. The process of implementing the CCS in English Language Arts and Math has been a great process for our K-12 staff. It has brought them together in a united effort to provide the best implementation of the CCS for the students of River Valley, now and in the future.

If you have further questions please feel free to contact me.

Thank you for your time and consideration.

Kimberly J. Kaukl

Principal
River Valley High School
608-588-2554 ext. 224

From: Gracyalny, Jennifer [<mailto:jrgracyalny@pulaskischools.org>]
Sent: Sunday, September 29, 2013 7:36 PM
To: Rep.Thiesfeldt
Subject: Common Core State Standards

Dear Representative Thiesfeldt:

Attached is a letter in support of the Common Core State Standards. I would like to extend an invitation to visit the Pulaski Community School District and our classrooms to learn more about the Common Core State Standard implementation, alignment to our curriculum and authentic assessment of student learning. Please do not hesitate to contact me to schedule a visit to our district or to answer any questions you may have regarding the CCSS. I look forward to working with you on behalf of our students.

Yours in Education,
Jenny Gracyalny

--

*Jennifer Gracyalny
Director of Learning Services
Pulaski Community School District
143 W. Green Bay St
Pulaski, WI 54162
920-822-6016*

From: Nancy Danneker [mailto:nancyd@parts-aw.com]

Sent: Tuesday, October 01, 2013 9:45 AM

To: Rep.Thiesfeldt

Subject: Link to Vital Info on CCSS

Dear Representative Thiesfeldt,

First of all, I want to thank you for the time and effort you are expending for the sake of Wisconsin's children and their education. An investigation into Common Core is very necessary and as an elected leader it is upon your shoulders that a wise decision is made. That is a very heavy weight. I have just listened to a testimony given at a CCSS hearing in Indiana that was highly informative. One of the legislators said following the testimony that it was the most helpful he had heard in the 9 hours beforehand.

You are soon going to be hearing from Wisconsin citizens and I would imagine most testimonies, though heart-felt, will be nothing new. **The testimony given in the link below is.** It is 8 minutes long and the interaction following with two Indiana legislators is of value. I strongly recommend your reviewing this link individually and possibly sharing with the rest of the Special Committee on Common Core. Thank you again. I look forward to attending several of the upcoming hearings.

Sincerely yours,

Nancy Danneker

P.O. Box 38

Maiden Rock, WI 54650

715-448-2002

<http://www.utahnsagainstcommoncore.com/veteran-teacher-tells-legislators-that-opponents-of-cc-are-correct/>

From: Bev Searl [<mailto:BSearl@WRTL.org>]
Sent: Tuesday, October 01, 2013 8:54 AM
To: Rep.Thiesfeldt
Subject: Common Core

Rep Thiesfeldt,

Thank you for holding hearings on Common Core. I no longer have children in the school system but am very concerned about young people being indoctrinated into a certain mindset. I have not heard good things about Common Core and hope that there is a solution for Wisconsin that can eliminate it from our school system.

I have complete faith in you to make the right decisions and recommendations as you are able.

Thanks for all you do for Wisconsin.

Bev Searl

October 3, 2013

Dear

Thank you for pressuring leadership to honor their overdue commitment to public hearings on Common Core. I have concerns about how CCSS will personally affect the educational options for my two children.

My personal experience is as follows:

My two children had been in public school up till this fall when our family made the decision to home school. I began to learn more about the changes in education in the Spring of this year and was very disturbed at what I discovered. **The copy-righted Common Core standards entered the majority of the states three years ago with federal coercion, but without input from legislators, parents or teachers.** State governors and DPI administrators signed on before the untested standards and tests were complete and cost analyses were done. In contrast to the past where state-led education reforms could serve as micro-models for other states to duplicate or avoid, this had the feel of a "grand national experiment" where we would all fail or succeed spectacularly. This time, however, **nearly all American children are the guinea pigs.** I was even more alarmed by the lack of knowledge by 99% of the parents that I spoke to! Members of my school board thought these transformative standards were just "benchmarks" to shoot for and weren't aware of the pedagogical changes nor the impending financial costs to our school district. My 10-year old son used to love math and school and has dreams to be an architect. Last school year, for the first time, he began to dread going to school and in particular math class. He also began to dread testing days and would go to bed the night before worrying. My 13 year-old daughter is gifted and I was concerned that the time table and rigid implementations of the standards would hold her back. In other words, a one-size-fits all brand of education wouldn't be in the best interest my children.

The freedom provided through homeschooling has allowed me as a parent to choose the curriculum that best suits our values and our kids' learning styles. We are a Christian family with a strong science background and interest, thus I chose a curriculum that teaches science from the perspective of "discovering the secrets of God's perfect creation." I went back to the "old" Saxon math that my children used to love and learned so well from prior to the CCSS. I'm teaching history using curriculums based on original sources and intent, not an author's revised interpretation of what truly happened. I'm teaching English and Writing by including the complete texts of classic literature, not just selected excerpts. I'm guessing that they'd score pretty poorly on a Common Core standardized test, but they would have an education to be proud of!

To the CSD School Board, Superintendant, and Administrators for Monday May 20th, 2013:

As a taxpayer and parent of 2 children in the district, I would like to pose some questions to the CSD school board related to, but not exclusive of changes brought about by the adoption of the Common Core Standards. I find it disturbing that parents and taxpayers know so little about the transformational education reform that has been in our school for over 2 years. I have found that I have far more questions than answers and I look to you to resolve these for me.

- 1) What will it cost our district taxpayers to ensure our buildings are able to meet the Information Technology requirements for Common Core, including hardware (computers, tablets, wiring, internet etc.) and software for testing, data collection and tracking? How will CSD fund upgrades and IT maintenance?
- 2) Will CC standards and the new technology-related burdens require us to hire new technology or other staff and if so at what cost to tax-payers?
- 3) Mr. Olson stated that the amount of money spent on professional development stayed constant despite Common Core implementation. How much has been spent thus far to prepare teachers and principals for Common Core implementation and have all these costs been covered by the Federal funds you've received?
- 4) How much money will it cost the district to realign our curriculum to meet Common Core requirements?
- 5) Is there any research-backed proof ensuring Common Core will be effective in improving education?
- 6) What if we are dissatisfied with the status of our children's education based on the Common Core standards? What is the appeals process to reform and or even "get out" of the Common Core Standards commitment?
- 7) What is the 15% rule as related to Common Core? Who decides what the extra 15% will be? Does the state DPI or local board decide this? Will the parents have input?
- 8) How will elective courses be fit in as students' spend time daily meeting the Core requirements? Will it allow less time and options for non-Core elective courses such as band, art, home economics, foreign languages...?
- 9) How will students on the upper and lower end of academic spectrums fare with the rigid, time-line based standards? Will some kids be bored as they get quickly master things and are ready to move ahead but can't? Is advanced placement still possible? Will other children struggle to understand the concepts in the time allotted for instruction of certain standards?

Rotten to the Core - Editorial

The entire US educational system is being transformed, yet we (parents, taxpayers, school board members, legislators) don't even know it's happening! That fuzzy "new math" your child has been bringing home from school is only the start of something so much bigger just around the corner. The promise of federal funding and No Child Left Behind Waivers (NCLB) were the carrots used to lure Wisconsin and 44 other states into the Common Core Standards Initiative. Governor Jim Doyle and DPI superintendent Tony Evers committed Wisconsin to adopt the Common Core Standards (CC) in June, 2010 before the standards were even written!

The Common Core Standards Initiative changes everything in education:

It changes how teachers are taught to educate in college (CC aligned) and how teachers can teach in the classrooms (CC aligned schedule and methods). It changes how children learn in the classrooms (CC aligned schedule and methods) and what children learn in the classroom (CC aligned curriculum and standards). It changes how children are tested in the classrooms in WI (federally funded computerized national tests). Decision-making as related to children, teacher pay, compensation, and funding are heavily weighted by the scores on the standardized tests (hope you're a good test taker)! It ushers in use of a massive P-20 State Longitudinal Data System (SLDS) the state agreed to construct in an effort to get federal funds. This system will collect and share data on students from preschool through the child's working years (Big Brother anyone?). It changes how and what data (including personal family information) is collected and shared ultimately between states and with private interests without parent permission due to weakening the FERPA (Family Educational Rights and Privacy Act) law. State, local and parents' rights are infringed upon as we can not unilaterally remove ourselves from the standards nor change them as they are copyrighted privately. It has caused all major US curriculum companies to revise their text books and resources to be Core-aligned. This has essentially resulted in nationalizing curriculum by default, making other diverse Non-Core curriculums less available and relevant as standardized testing only reflects Core content. It changes college entrance exams (ACT, SAT) as they are being rewritten to be Core-aligned. This puts home schoolers and privately educated students at a disadvantage if they aren't studying the "Core curriculum." US colleges and universities are even changing their curriculum and methods to be Core-aligned for the incoming students and MORE...

How something this transformational can "fly under the radar" is frightening.

It is my opinion that it is by design that parents, taxpayers and legislators have had NO say in these decisions. If this truly is what is best for our children, why hasn't anyone been shouting it from the roof tops to everyone! As usual, parents and taxpayers are the last to know. Those with more power and money will decide for the rest of us what is best for our children. I see nothing American about that. What IS American is for parents and local boards to have the final say in the education of their children and the flexibility to change things as they see fit. Citizens need to demand answers before they are forced to take one more bite of this "poisonous" apple.

Nadine Krahn, Eden WI
Concerned parent

Fifth-grader receives credit for claiming human rights are gifts of government

By Ben Velderman
EAGnews.org

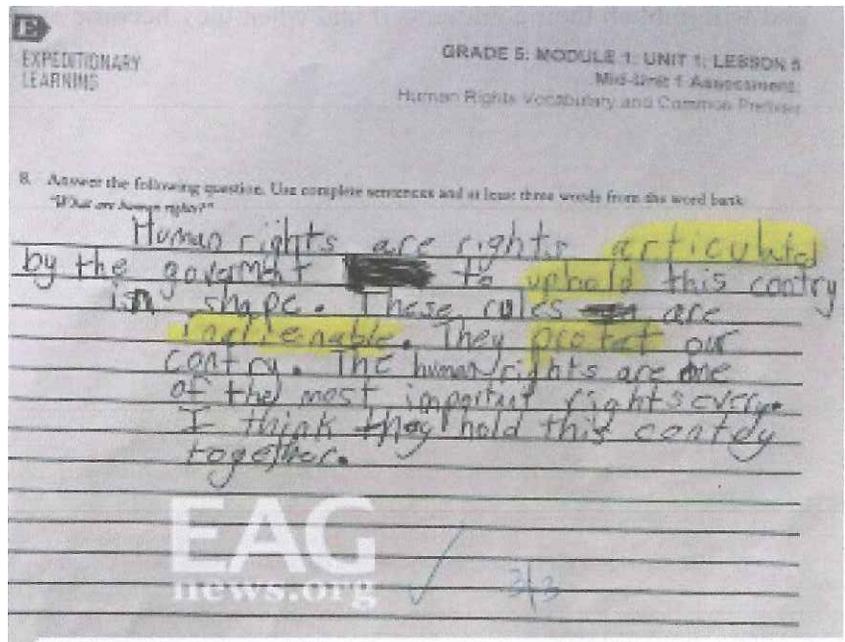
NORTH BELLMORE, N.Y. – Gwendolynn Britt isn't pleased that her daughter's fifth-grade class is spending several weeks on its study of the United Nations and human rights, but she's especially wary of the information students might be taught as part of the unit.

Those concerns were legitimized Tuesday when Britt reviewed a vocabulary assignment her daughter received in her class at Saw Mill Road Elementary School, which is part of New York's North Bellmore School District.

In one of the assigned questions, students were instructed to use vocabulary words to explain, "What are human rights?"

Britt's daughter offered the following answer, probably based on what she was taught in class.

"Human rights are rights articulated by the government to uphold this country in shape. These rules are inalienable. They protect our country. The human rights are one of the most important rights ever. I think they hold this country together."



To Britt's surprise, the teacher gave full credit for that answer, which contradicts the Declaration of Independence, which states that individual rights derive from God, not government.

Britt clarified the origins of human rights for her daughter and plans to do the same with her teacher.

Second Grade Math

I have heard from many parents who are experiencing first hand the problems with math being taught as a concept to the young child who is cognitively not ready for concepts. Math class is no longer about knowing your math facts.

Common Core changes everything about education. The percentages and the letter grades of the past are gone. In the Sioux Falls school district as with most other districts in the country, they are now using a system of one to four. One being the lowest and four being mastering the concept. That's important. We are no longer grading young children based on knowing their math facts. It is not that important that they know math facts. It's more important they know the why.

A Sioux Falls second grader was doing her homework and became exhausted with the process of always "why" or "how". She knew what the answer was. And in her mind, this is why the answer of $25-6=19$. Notice she received the lowest grade possible, even though her answer was correct. This is the math that is aligned to the Common Core.

The image shows a student's handwritten work on a math problem. At the top, there are two equations: $= 23 =$ and $8 + 15 = 23$. Below these is a word problem: "2. Kira and Franco had 25 apples. They used 6 of the apples to make an apple pie. How many apples do they have now?". To the right of the problem is a drawing of a green apple. The student has written the equation $25 - 6 = 19$ with the number 19 boxed. Below the equation, the student has written "I found it out in my head." and a drawing of a brain with a speech bubble pointing to it that says "brane". In the bottom left corner, there is a red question mark and the text "How did you figure it out in your head?". The page number "46" and "Unit 1" are in the bottom left, and "Session 4.4" and "© Pearson Education 2" are in the bottom right.

$= 23 =$ $8 + 15 = 23$

2. Kira and Franco had 25 apples.
They used 6 of the apples to make an apple pie.
How many apples do they have now?

$25 - 6 = 19$

I found it out
in my head.

brane

How did you figure it out in your head?

46 Unit 1

Session 4.4

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Spellbinding Testimony

The state of Indiana recently placed a pause on the implementation of the Common Core State Standards. In this video, the legislators are in for a treat! Bonnie Fisher, a retired public school teacher and professor, studies and analyzes textbooks. She analyzes textbooks from the 1800's to the present and she has quite a story to tell. This is an absolute MUST-HEAR in order to gather an understanding of how the American populace has been dumbed-down for the last 100+ years.

Ms. Fisher presents Common Core as a serious threat to our nation's children and to our state's sovereignty. http://www.youtube.com/watch?feature=player_embedded&v=01_eY4rqEek

Posted on Facebook by Priscilla Sanstead on Oct. 1st, 2013

Straight from the teacher - how to do your math homework-

This is how to do tonight's homework Lesson 8:

$$40 - 8 = 32$$

Step 1: Break up 40 and make a ten

$$\begin{array}{c} 40 - 8 \\ \uparrow \\ \boxed{30} \quad \textcircled{10} \\ (30 + 10 = 40) \end{array}$$

Step 2: $\textcircled{10} - 8 = \triangle 2$

Step 3: $\boxed{30} + \triangle 2 = 32$

So $40 - 8 = 32$

This is what it should look like:

$$40 - 8 = \underline{32}$$
$$\begin{array}{c} 30 \quad 10 \\ 10 - 8 = 2 \\ 30 + 2 = 32 \\ \text{So, } 40 - 8 = 32 \end{array}$$

Have your child do the best he/she can + leave blank what he/she is unsure of. 😊

Local school district officials shudder at the amount of money it will cost to implement Common Core

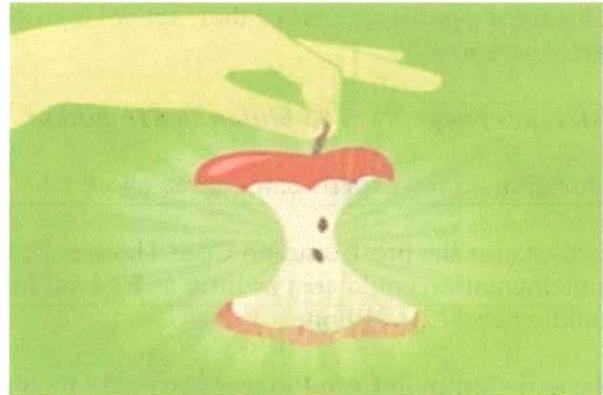
Part 4 of 4
By Ben Velderman
EAGnews.org

FAIRBORN, Ohio – Last Thursday, the Fairborn City school board voted down a resolution that would have urged Ohio officials to postpone the implementation of the new Common Core learning standards that are set to take full effect in the 2014-15 school year.

Fairborn Superintendent Dave Scarberry indicated that he is more concerned about finding money to pay for all of Common Core's new technology requirements than in fighting the seemingly inevitable measure.

"The ship has sailed, if you will," Scarberry said, according to the [Fairborn Daily Herald](#).

Scarberry has reason to worry about Common Core's financial impact on the 4,300-pupil district.



The Fairborn City School District has had serious financial problems for the past decade, and the future doesn't appear much brighter. The district is facing a \$4.1 million deficit for the next school year, and recently issued layoff notices to 45 employees, including 22 teachers.

Fairborn schools' financial prospects will take another major hit as the district begins purchasing extra computers so students can take the new web-based, Common Core-aligned tests beginning in the fall of 2014.

The district will also have to spend money and precious class time teaching its elementary-aged students – including first-graders – how to type “because all the new writing tests are going to require the use of a keyboard,” reports the Fairborn Daily Herald.

One school board member described the combination of insufficient K-12 revenue and new Common Core-related expenses as “devastating for our kids and our schools.”

Similar scenarios are playing out in school districts across the nation as Common Core's bill comes due for the 45 states (and Washington D.C.) that signed on to the new standards.

Common Core will also force school districts to purchase new textbooks and instructional materials that are in synch with the new math and English expectations. Wealthier districts that provide students with electronic tablets may be able to keep these costs at a minimum by using digital resources. But districts that rely on traditional textbooks won't get off so easily.

The Common Core-aligned state tests will be another major expense for states.

The federal government spent \$362 million to subsidize the creation of new Common Core-aligned standardized tests, but it will be up to states' taxpayers to pay the annual costs of administering them to students – about \$177 million each year, according to the [Pioneer Institute](#).

While previous standardized tests relied on students filling in bubbles with No. 2 pencils, Common Core tests will be taken online. That means many school districts will have to spend big on computers and technology upgrades so students can take the new assessments. The Pioneer Institute estimates those costs will reach \$6.9 billion for states.

'The costs are so up in the air'

Angela Weinzinger serves as the school board president for California's Travis Unified School District. She is also a Common Core critic.

Weinzinger says her 5,000-pupil district is still getting a handle on how much the new learning standards will cost to fully implement.

"Nobody (from the state) came to the school district and explained what was involved with Common Core," Weinzinger tells EAGnews, adding that she only speaks for herself – not the district.

So far, the costs have been coming in bits and pieces.

Weinzinger says teachers started receiving professional development for the new standards last year, while district officials have just started talking about making technology upgrades in the schools.

The district will likely have to purchase additional computers to accommodate the new tests, and may have to hire a fulltime employee to set up and maintain the system.

"The costs are so up in the air," says Weinzinger. "I don't think anybody in California knows what Common Core is going to cost them."

Weinzinger doesn't expect California lawmakers will offer extra K-12 aid to help the district make the transition to Common Core.

"Our district already struggles to stay above water," says Weinzinger. "This is money we really can't afford to spend."

Matthews, Meagan

From: John Tharp <john.tharp@greendale.k12.wi.us>
Sent: Thursday, October 03, 2013 10:31 AM
To: Rep.Thiesfeldt; Sen.Farrow
Subject: The Common Core Hearings
Attachments: 201310031014.pdf

Dear Rep. Thiesfeldt and Sen. Farrow,

Please read the attachment concerning the hearings on the Common Core. Thank you for your time and consideration.

--

Dr. John Tharp
Superintendent
Greendale School District
6815 Southway
Greendale, WI 53129
(414) 423-2700

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October 3, 2013

Dear Rep. Jeremy Thiesfeldt and Sen. Paul Farrow:

I am concerned about a potential interruption in the State of Wisconsin's adoption of the Common Core and that delay's impact to Greendale Schools.

Since 2011, teachers and administrators have adopted the Common Core and implemented the standards in their daily classroom instruction in the Greendale School District. Our teachers have evolved their lessons to align to these new standards.

The Common Core Standards are the basis of the Smarter Balanced Assessments that our students will take in the spring term, 2015. In creating a standardized testing system, it is imperative that what is taught in the classrooms and what is tested is linked. This link exists between the Common Core Standards and Smarter Balanced.

These standards and testing make up a large portion of the accountability system in Wisconsin. If you want this accountability system for education to accurately measure learning in Wisconsin then you must maintain the linkages between what is taught and tested.

Any disruption in full adoption of the Common Core would then require the State to reevaluate its transfer to the Smarter Balanced Assessment system. I am concerned that this sort of delay will be problematic for all school districts and that it will ultimately hurt the students of Wisconsin who will not be appropriately prepared for college and career and to compete with their peers across the country.

I appreciate this opportunity to share my thoughts regarding this matter. Please keep in mind that any delay in making a final decision negatively impacts classroom instruction and student learning.

Sincerely,

Dr. John Tharp
Superintendent
Greendale School District

Greendale School District • 6815 Southway • Greendale, WI 53129 • www.greendale.k12.wi.us
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Dr. John Tharp, Superintendent of Schools

Erin Green, Director of Business Services
Colleen McHugh-Moore, Director of Pupil Services

Kimberly Amidzich, Director of Curriculum
Julie Grotophorst, Director of Human Resources

Joint Hearing Select Committees on the Common Core State Standards

October 3, 2013 — Room 417 North, State Capitol, Madison

By State Superintendent Tony Evers

Good afternoon. My name is Tony Evers, and I am the State Superintendent of Public Instruction. With me today is Emilie Arundson, director of the Department of Public Instruction's Common Core State Standards Team. I would like to thank the chairs and the committee for the opportunity to speak today on Wisconsin's academic standards.

Just today, I received an email from a teacher in a small Northern Wisconsin school district. She said, "Thank you so much for your strong stand on the Common Core. I see how our math classes have changed for the better — really making students think! Keep up the good work." To me it is really that simple.

Academic standards are a set of expectations for what all students in Wisconsin should know and be able to do in kindergarten through 12th grade. Wisconsin has had academic standards in a variety of subject areas for decades, and we have assessed children in the state on their attainment in reading, math, language arts, science, and social studies since the 1990s.

In the two decades since we have had required standardized testing, the state has set the standards, and students demonstrate their progress toward achieving the state's academic standards through the state's assessments. How schools and districts teach that content — through instruction, curriculum, text book adoption, and more — are all local decisions in our state.

As the independently elected constitutional officer twice entrusted by the people of this state with the authority to supervise public instruction, I adopted the Common Core State Standards in English Language Arts and Mathematics as our Wisconsin state standards in June 2010. I did so because the Common Core State Standards are world class standards that will better prepare all of Wisconsin's children to be ready for college and career.

The Common Core State Standards in English Language Arts and Mathematics:

- challenge students to learn at higher levels in the critical areas of reading, writing, and mathematics;
- are rigorous, clear, and deeper standards;
- are benchmarked to the highest U.S. state and international standards to ensure students are ready to succeed in college and/or careers; and
- are aligned to the expectations of higher education and employers.

To those who are concerned that the Common Core represents too much "federal intrusion" into our state and local decisions, let me say clearly that I was not coerced by the federal government to adopt the Common Core, and I didn't adopt the Common Core in order to qualify for a Race to the Top grant.

On the contrary, Wisconsin's road to adopting higher and better standards began as early as 2007 — long before President Obama and Race to the Top came on the scene. We knew back then — and were consistently told by business leaders, higher education leaders, educators, and even legislators — that the previous standards were not getting the job done.

Our old ELA and math standards were only set at grades four, eight, and 12, leaving districts to fill in the gaps between grades; often a costly process that took tons of staff time and resources. We heard from businesses that students were not prepared with the knowledge and skills to succeed in the workplace and from higher education leaders who felt students were not as prepared as they needed to be to succeed in college. And, we consistently received low marks from national think tanks, like the Fordham Foundation, that compared the rigor of standards across states.

As a result, years before the state-led common core initiative, DPI began the process of revising our state standards in 2007.

- In 2007, Competitive Wisconsin and DPI held a summit for state business leaders, higher education, educators, and legislators, to determine the kinds of knowledge and skills they felt were most important for growing an educated and prepared Wisconsin workforce. As a result of that work, it was clear that Wisconsin's old standards would need to be replaced.
- DPI then partnered with the American Diploma Project and Partnership for 21st Century Skills to convene a task force focused on examining Wisconsin's 1998 Model Academic Standards to assess their college and career readiness. The task force, comprised of educators, legislators, parents, and business representatives, found the 1998 standards outdated for the demands of today. After the work of the Task Force, individual English Language Arts and Mathematics leadership teams began the process of revising the standards in 2008.
- Midway through Wisconsin's standards revision process, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) began a multi-state discussion about the value of partnering across states to create a common set of college and career ready benchmarks for math and English language arts. The argument was similar to the statewide discussion we were already having — what are the fundamental knowledge and skills that all children should know and be able to do in order to succeed in today's global economy? As NGA and CCSSO began their work with governors and state chiefs around the country, they were able to leverage the work already in progress by states like Wisconsin.

In 2009, Wisconsin joined as a partner in this state-led process to create higher, clearer standards that were internationally benchmarked, specific but not prescriptive, and most importantly, would prepare students for college and careers.

Given that we were already well into our own standards revision process, we were ahead of the curve to be able to analyze the Common Core and how it matched up with Wisconsin values. We had teams of educators and stakeholders already engaged in conversations about what Wisconsin students should know and be able to do in these two core subject areas. We were able to use these same teams to examine multiple draft versions of the Common Core against our own Wisconsin blueprint, which previous critics of Wisconsin's standards called "intellectually demanding" and "well aligned" with college and career expectations.

In March of 2010, the DPI held a summit with representatives from higher education, administration, school boards, teachers, and parents focused on providing feedback on the final draft of the Common Core standards. In addition, public comment periods were held, where any stakeholder, from parents, to educators, to community members, had full access to the entire draft Common Core Standards document, and invitations to provide feedback were sent through many channels. Wisconsinites responded, and comments were largely positive and focused more on specifics, many changes of which were incorporated into the final draft, released in late spring of 2010.

All of this work made my decision around the Common Core State Standards a no brainer. The Common Core State Standards were — and still are — the right move for our children and for our state. To date, 45 states, the District of Columbia, and four territories have agreed. In addition to the broad support among K-12 educational organizations, numerous state, national, military, higher education, and parent organizations have offered their support as well, 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 and
 - The National PTA, to name just a few.

Since 2010, hundreds of thousands of students and parents have been working to reach this new, tougher bar, and tens of thousands of educators are using the Common Core State Standards in classrooms across the state. Schools and districts have been working with the new standards to plan curriculum and instruction that is both meaningful for the local community, and for the students they serve. They have been publically available for all citizens for over three years.

Also, you, the Legislature, and the governor have supported the implementation of the Common Core in various ways since 2010.

- While I have the constitutional and statutory authority to adopt standards, in 2011 Wisconsin Act 32, the Legislature and governor explicitly required me to adopt the Common Core Standards. The act directed the Department of Public Instruction to replace the Wisconsin Knowledge and Concepts Examination, which measured the old 1998-era standards, with new pupil assessments that shall “measure mastery of the common core standards.”
- 2013 Wisconsin Act 20, this year’s biennial budget bill, fully funds the Smarter Balanced Assessments aligned to the Common Core. These new assessments are being piloted across the state this spring, and will be fully implemented next year.
- The Governor’s Read to Lead Task Force, which included bipartisan legislative representation, affirmed support for the Common Core State Standards in English Language Arts and considered them to be the underpinning to improving reading outcomes in our state. That report specifically recommended that DPI review and update Wisconsin’s Model Early Learning Standards to align with the Common Core.
- 2011 Wisconsin Act 166 established a new state law on educator effectiveness which requires the use of the new, Common Core-aligned assessments for teacher evaluations, and they are a basis of our work with teacher education programs.
- The new state school accountability system, based on the work of the School and District Accountability Design Team that was quad-chaired by the governor, Legislature’s education chairs, and me, created report cards for school and districts that will have the new assessments as a key component.
- The Common Core State Standards were a point of discussion during the work of the Governor’s Council on College and Workforce Readiness, which included bipartisan legislative representation. The report of the chair of that group, Tim Sullivan, affirmed the importance of the standards, noting their goal of “deeper understanding” of key topics.

The Common Core State Standards are a serious step forward for Wisconsin. They are the foundation of many other transformative efforts to improve student achievement, and our schools. Without strong standards at the foundation,

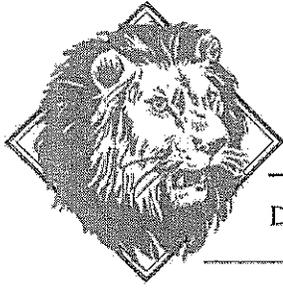
all of our other efforts — around assessment, accountability, educator effectiveness, early reading — will all fall apart.

Wisconsin's Common Core State Standards are world class, and set a much higher bar for all kids in the state to reach. And we owe it to them to stay the course.

Thank you and I am free to take a few questions.

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Tony Evers is Wisconsin's elected state superintendent of public instruction. An electronic copy of this testimony can be found online at http://news.dpi.wi.gov/files/eis/pdf/CCSS_common-core-state-standards-testimony.pdf.



BRILLION PUBLIC SCHOOLS

Innovatively Educating ... Every Child

District Office

Dominick Madison, PhD
District Administrator

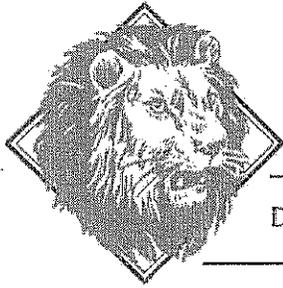
The Common Core State Standards are about jobs
Nick Madison
Superintendent
Brillion Public Schools

The Common Core State Standards (CCSS) are a big deal in education. They represent the biggest reform of K-12 curriculum in the history of this country. The standards specifically focus on defining what kids should learn in the areas of literacy and mathematics. The CCSS have redefined and refocused what our expectations should be about the level students should be able to read, write, speak, and do math. The standards have raised the bar of expectations for all students and have provided a focus for what schools do like never before.

The perspective I bring to this issue is from a small town superintendent in Brillion, Wisconsin. One of the unique features of Brillion is that while the city has about 3,000 residents, we also have about 3,000 manufacturing jobs. We are the world headquarters of the Ariens company, maker of outdoor power equipment and also home to Endries International, Professional Plating, and the Brillion Iron works. The relationship between the Brillion Public Schools and these businesses is a close one. Teachers from Brillion spend time at these companies learning what they do. Brillion students visit, complete internships, and learn about these companies. Engineers from these companies spend time working with our students in our classrooms. We value this relationship as it is the knowledge and expertise of business that drives what we do.

Outside of the city of Brillion, we are also an agricultural community. While the entire school district has about 5,000 residents. We are also home to about 15,000 cows. The dairy industry is big business and today's dairy farms are highly complex and technical organizations that require the skills needed to run an advanced business operation. The FFA organization has been and continues to be an extremely strong link between the school and the agricultural community. That link ensures that our school has a direct line to what skills are needed to be a farmer in the 21st century.

It is from this background that I come before you today to tell you that the skills needed in business and industry today are the skills the CCSS are focused on having student achieve. Implementation of the CCSS is a job creator and a job saver.



BRILLION PUBLIC SCHOOLS

Innovatively Educating ... Every Child

District Office

Dominick Madison, PhD
District Administrator

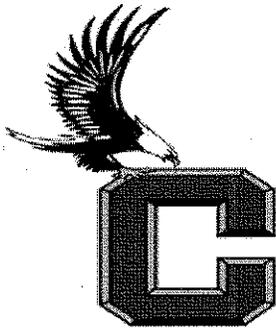
A large part of why the CCSS came into existence was because of the demands of the American business community to increase the skill levels of workers. For American business to compete in the global economy, high wage jobs require student to know more and to be able to do more. That is why businesses such as Exxon, State Farm, and Boeing support the common core. It is also why these more rigorous standards are endorsed by the US chamber of commerce. The CCSS are what business has asked for and it is what Wisconsin public schools have been working so hard the last three years to achieve.

One example that I have seen the impact of these standards on first hand has been in the area of welding. Industry needs welders. They are a critical skill needed in Wisconsin's economy. While welding is often seen as a hands-on physical occupation, it surprises some people to know that the welding profession requires a high level of literacy comprehension. The technical manuals required for careers in welding, which are often coupled with expertise in robotics, require students to be able to read and understand complex text. Literacy instruction in the past has often centered around fiction and personal narrative. Students had to write about what they think of a piece of literature or what they feel the author may have been thinking. While that type of instruction still has its place and should not be abandoned, that is not the type of interaction a welder needs to have with the technical manual needed to program a robot to perform a certain type of weld. Instruction has to evolve to the increasing complexity and technical skills needed for sustainable careers.

To conclude, I testify here today as someone who comes from a community where we tend to value getting things done. People in Brillion roll up their sleeves and get the work done. Whether it is milking cows or building a better snowblower, we don't talk about it all day, we just do it. The CCSS are the foundation we need and are evidence of the work of a lot of people who did something productive.

I believe that debate is the strength of any democracy and I believe the recent debate on the common core is healthy. Good ideas look even better when challenged. I also believe the Jeb Bush had it right when he said about the CCSS debate: "The key to reigniting social mobility and maintaining American competitiveness lies in giving every child access to the best education on the planet. Let this, not politics, be at the heart of our dialogue."

Thank you for the opportunity to speak here today and let's make sure we do what is best for kids.



CHEQUAMEGON SCHOOL DISTRICT

"The Home of the Screaming Eagles"

DISTRICT OFFICE
David G. Anderson
District Administrator

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Park Falls, WI 54552

715.762.2474
715.762.5469 (fax)

October 1, 2013

Representative Jeremy Thiesfeldt
Room 16 West
State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Senator Paul Farrow
Room 323 South
State Capitol
P.O. Box 8953
Madison, WI 53708

Re: Common Core State Standards

Dear Senator Farrow, Representative Thiesfeldt and Members of the Select Committee on Common Core Standards:

I am giving this statement to the Select Committee on Common Core Standards with much concern that a legislative committee would, at this late date, consider limiting or ending adoption of Common Core State Standards (CCSS). The CCSS were adopted over three years ago by this state along with 44 other states and the District of Columbia. In 2009 when announcing that Wisconsin would participate in the CCSS initiative, then State Superintendent Burmaster said, *"The Common Core Standards will help the education community align instructional materials, textbooks, digital media and curriculum. Common Core Standards will help states provide professional development based on identified need and best practices and will provide a framework to develop assessment systems that measure student performance against the common core."*

That is exactly what has happened over the last four years as districts all over the state have collectively spent many millions of dollars of state and local taxpayer funds to align our instruction and instructional materials with the CCSS. Locally we have adopted a new Reading/Language Arts text K-12 that is based on CCSS. Our professional development has incorporated CCSS and will be more heavily CCSS based over the next couple years. The state has adopted a new Smarter Balanced test to replace the WKCE test. It is based on CCSS principles and is much more demanding of students than the current WKCE test. The CCSS expects students to "analyze, delineate, integrate and interpret" while reading. The current WKCE test does not expect as much from students. I invite you to compare sample questions from each. Smarter Balanced Samples may be found at: <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm> Sample comparable WKCE test questions may be found at: <http://oea.dpi.wi.gov/files/oea/pdf/readreleasetest6.pdf> You will note that the 4th grade Smarter balanced test question requires more creative thought than the 6th grade WKCE test question. The bar on expectations has definitely been raised in the new CCSS based Smarter Balanced tests.

The CCSS provide:

- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better, more focused online assessment system.

Is the CCSS perfect? Hardly. But it is something the state and the 424 school districts around the state have invested millions of dollars in that is better at preparing our students for life as adults in the 21st century. It is more rigorous than that which it replaces. To pull the rug out from under the school districts of the state now with nothing better to replace it would merely be setting up school districts and teachers of Wisconsin for failure. This is especially disconcerting to the educators of this state who are now preparing to be evaluated under a new Educator Effectiveness model that is tied to the Smarter Balanced Assessments and the CCSS in the 2014-15 school year.

Stop Common Core groups have made outrageous accusations and claims that are without basis in fact. Two examples include: "Florida schools conducted iris scans on students without permission as part of new Common Core Standards " or "Instead of whining about health curriculums that teach five year olds to masturbate and that teach falsehoods about American history, become a voice for the children. Stand up and stop the Common Core." This type of inflammatory rhetoric merely incenses those you do not understand the CCSS and the improvement it will bring over the old standards. The DPI has prepared an excellent web page that addresses the myths regarding CCSS at: <http://commoncore.dpi.wi.gov/files/ca/8.6UPDATEDWCSSMythFacts.pdf>

As a superintendent of a small school district in northern Wisconsin, I can say we face unique issues that make success challenging. We are the largest district by area in the state, covering 750 square miles. Well over 50% of our students live in poverty. Given these circumstances and the challenge facing many rural school districts across the state with declining enrollment and shrinking revenue, it is very difficult to prepare for and make these kinds of changes, even over multiple years of preparation. It would be devastating to us, and many other districts, to suddenly change course and expectations.

I know you all want the best possible education for the students of Wisconsin just as I do. Please consider that as you ponder the CCSS now and understand the disruption that would occur to the educational process should the direction of the last 6 years suddenly be changed.

Thank you for your consideration.

Sincerely,



David G. Anderson
District Administrator



September 26, 2013

Dear Madison area legislators:

Thank you for all of your work on behalf of our families and district.

Because of some of the recent debate, I wanted to take a moment to write to you about how important the Common Core State Standards are to our district.

Over the summer, we released our strategic framework, which will guide our work going forward. The vision of our framework is to ensure that every school will be a thriving school that prepares every student to graduate from high school ready for college, career and community.

The Common Core State Standards provide us with an important opportunity to help accomplish our vision. We need to ensure that our students have what they really need to succeed after high school. We are educating students for a different, ever-changing world and that means a shift to more critical thinking and problem solving for all of our students.

The Common Core will help us raise the bar and hold every student to high expectations. We believe that when we raise the bar high and support our teachers, our students will rise to the challenge.

We are working hard this year on learning about and thoughtfully implementing the Common Core. The district has developed a three-year implementation plan. This year, lead teacher teams are working together on the standards, giving us feedback and input along the way. We're also studying the Common Core district-wide, and we hope that families and the community will join us in that learning process through the year.

We ask that you would help us ensure that this work stays on track. I would be happy to talk with you more about the importance of the Common Core to Madison schools. If you have any questions or would like to talk more, please contact Rachel Strauch-Nelson on my staff at 608-663-1903 or rmstrauchnel@madison.k12.wi.us.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Cheatham".

Jennifer Cheatham
Superintendent
Madison Metropolitan School District



Thursday, October 3, 2013

Thank you for providing me with the opportunity to speak on behalf of Two Rivers Public School District and on the importance of supporting the Common Core State Standards for public education in Wisconsin.

My name is Lisa Quistorf, I am currently the Curriculum Director for the Two Rivers Public School District and have served the Two Rivers Community for over 20 years in various educational capacities.

In Two Rivers we value implementing researched based instructional practices that will transfer student learning and prepare our students to be college and career ready. The Common Core State Standards provides a strong framework for educators. There is a misconception that the Common Core State Standards is curriculum. It is not. The Common Core State Standards – are just that, standards. A framework or blueprint for school districts to build their own curriculum.

The Common Core State Standards are more rigorous than our previous state standards. The Two Rivers Public School District has committed time and energy using these standards. The Common Core State Standards provided our district with the guidelines on what students need to learn and that is the role of standards. Our Two Rivers School board has provided our teachers with the direction, the time and the money to develop and improve our curriculum in both English Language Arts and Math to meet the needs of our students using the Common Core State Standards as our framework.

Yes, these standards are rigorous and are the foundation of a rich curriculum promoting critical thinking, allowing implementation for differentiation to meet the needs of all learners. I invite you to visit Two Rivers Public Schools to see our curriculum in action, observe our teachers collaboratively writing our curriculum using the Common Core State Standards as their guideline, or take a student assessment that is being used to evaluate our performance as a school. I guarantee you will observe our public schools implementing a high quality curriculum using the Common Core State Standards as our foundation.

Two Rivers Public School District is a small district in North East Wisconsin of 1500 students. A small district that represents a vast number of districts across our state. Our district, like many districts in the state of Wisconsin continues to see an increase in economically disadvantaged students and declining enrollment. In the last eight years, the city of Two Rivers has declined in population by 7 % while the state has increased by 4%. The median income in Two Rivers has increased by 2% over the past eight years; while the state increased by 12%.

Only 41% of the working aged population can find work in Two Rivers. Our district is comprised of two elementary schools that feed one middle school and one high school. Koenig Elementary School is identified as economically disadvantaged and went from 44% to 60% economically disadvantaged with the increase of 16% over the last 8 school years: The number of students identified at Magee Elementary School as economically disadvantaged went from 24% to 39% an increase of 15 %: while the state went from 30% to 35% an increase of 5% economically disadvantaged during the same period.

You might ask, Why share this information? Despite this great increase in our economically disadvantaged population in our community each of our schools meets or exceeds state expectations. Koenig Elementary School has been named a Wisconsin Promise School for the last 10 years. Our teachers are outstanding in professional practice as educators. Our staff is dedicated to professional growth and implementing best practice in **how** we teach.

Two Rivers is a beautiful community to live in and even though we are faced with many economic challenges we are proud of our public schools. They are the heart of our community. We are proud of what we offer to our students. We are proud of what we accomplish. We are proud of the many needs we meet daily and how our public schools prepare each of our students for today and tomorrow. The standards we have in place are rigorous, internationally benchmarked in both Math and English Language Arts and are a strong foundation to prepare our students to be college and career ready.

Creating a new set of standards would be back peddling... it would be a waste of precious resources, time, effort, money, and energy that have been devoted to developing a rigorous curriculum for our district.

Please support the students of Two Rivers and the students of Wisconsin by continuing the positive direction in Wisconsin with the Common Core State Standards. Let professional educators do their jobs and prepare our students with the skills they need to succeed in a globally competitive workforce. Keep politics out of education. Do not change the course. Thank you.

Common Core State Standards Hearing
October 3, 2013
Rm 417 North
Wisconsin State Capitol

My name is Jesse Harness, Commissioner of CESA Statewide Network (CSN). I serve the twelve Cooperative Educational Service Agencies (or CESAs) in Wisconsin and their member school districts. CESAs were created by the Legislature in 1963.

Thank you for providing a forum to discuss the Common Core State Standards and how their adoption and implementation is preparing our children to be college and career ready.

CESAs have played a key role in helping educators understand the Common Core State Standards that were adopted in 2010 by Wisconsin and in 45 other states. CESAs have led the way in emphasizing how instruction in English/language arts and mathematics MUST CHANGE for students to demonstrate the knowledge and skills needed to succeed in postsecondary education and a globally competitive workforce.

Never before have PK-12 educators been provided a 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.

There is a cost to implementation of any worthwhile educational change. Professional development is needed to understand the shift required for this system change and the implications for instruction. CESAs provide purchased services to their member districts based upon their needs. The past three years we have diligently designed and facilitated high-quality collaborative work between districts and between CESAs related to standards implementation—designing LOCAL curriculum, units of study, lesson plans and formative assessments.

Sharing common learning targets has opened the doors to a level of educator collaboration that we have never experienced before. This collaborative effort has not only resulted in higher quality curriculum and instruction for students, it has also allowed for significant cost savings to local districts.

The CESAs are certainly not alone in this effort. They have partnered with the 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 deep conversations and sharing of best practices are taking 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 best prepared for postsecondary education and careers in a globally competitive society.

Thank you!

Jesse Harness
Commissioner
CESA Statewide Network
6249 Vanwood Ln

Luxemburg, WI 54217
920.866.2012 (Office)
715.505.0649 (C)
Email: jyharness@gmail.com

Good afternoon. Thank you for the opportunity to speak with you about the Common Core State Standard. My name is Jenny Gracyalny and I serve as the Director of Learning Services for the Pulaski Community School District. I have been an educator for the past 22 years as a middle/high school teacher, middle school associate principal, and elementary principal. My educational experiences and especially my passion for curriculum, instruction and assessment have allowed me to deepen my knowledge and skills related to student learning and lead our educators in a quest to produce college, career and community ready students for the 21st century. I also am a parent of four children ranging in ages from 12-16 years old in the public school system who I feel are gaining an exceptional education with the adoption of the Common Core State Standards.

During most of my educational career, I have worked with the Wisconsin Model of Academic Standards, which were developed for the content areas, fine arts and Career and Technical Education areas in 1998. Although these were developed in Wisconsin, they easily were out-of-date for the majority of my teaching and administrative career. The Wisconsin Model Academic Standards were only developed with standards/benchmarks for Grades 4, 8, and 12 which have led to many differences in interpretation and implementation in most districts and even within schools of the same district of what was expected at each grade level. The Common Core State Standards has expectations for each grade level in math and English Language Arts as well as a progression to show student learning from kindergarten to Grade 12. With the development of the CCSS progressions, it has allowed for a more consistent implementation of learning expectations for our teachers and students within our district, area schools and state.

The CCSS were really the result of the National Governors Association (NGA) and the Council of State School Officers (CCSSO). These two groups recognized the need to clearly define the knowledge and skills that would prepare students for the 21st century workplace and ensure students were truly college and career ready. The CCSS are not a national or state curriculum nor are they federally mandated. They were developed by teams of experts, educators and stakeholders in a process led by the NGA and CCSSO. I find it ironic that three years later as a result of the "politics" in this state, we are looking at reconsidering the adoption of the CCSS. The CCSS really represent a shift in instructional intent from high school graduation to college and career readiness which I really find difficult to argue with when you truly look deeply at the intent of these shifts. For example in English Language Arts, the major instructional shifts include:

- Building knowledge through content-rich informational text and a balance between informational text and literary text
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

The instructional shifts in mathematics include:

- A strong focus on going deeper in mathematic concept rather than going a mile wide and inch deep in the curriculum
- Coherence by thinking across grades and linking to major math topics within a grade
- Rigor which requires conceptual understanding, procedural skills and fluency of math as well as true "real-world" application of math

There have been comments recently made that Wisconsin can do better than the CCSS and should have more rigorous standards. I really question if these individuals have unpacked the standards, aligned the standards to current curriculum and courses, adopted resources with a scope and sequence to meet the CCSS shifts and looked for more authentic ways to assess student learning. Pulaski Community School District educators as well as Wisconsin educators have done exactly this the past three years. I truly believe that political pressures from anti-Common Core groups who are providing misinformation and propaganda regarding the CCSS have taken the forefront on important educational issues in Wisconsin rather than doing what is best for the students and their learning. I believe that Pulaski Community School District educators would tell you that the CCSS are more rigorous in preparing our students to be college, career and community ready. The CCSS are internationally benchmarked in English Language Arts and math against the leading countries such as Finland, China, New Zealand, Singapore and many others. Continuously I hear from our science and social studies educators asking when it is their turn to have rigorous college and career ready and internationally benchmarked standards for their content areas.

I would like to extend an invitation to you to visit the Pulaski Community School District and our classrooms to learn more about the Common Core State Standard implementation, alignment to our curriculum and authentic assessment of student learning.

Yours in Education,

Jennifer Gracyalny

Director of Learning Services, Pulaski Community School District

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John Hustis Elementary
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Hustisford, WI 53034
(920) 349-3228

Douglas W. Keiser, Ph. D.
District Administrator

Chad Schraufnagel
Principal

Janice Weigman
Principal

Michael Gerlach
Director Financial Services

Steve Pasono, Ed.S
Director of Special Education

October 3, 2013

Members of the Select Committee for Review of the Common Core Standards Initiative:

Thank you for the opportunity to address you about this most important issue – the future of our children and the education they receive to prepare them for life.

My name is Douglas Keiser and I am superintendent of Schools in the Hustisford School District – a small rural school district in southeastern Wisconsin with a little over 400 students pre-K through 12th grade. Our students deserve the same opportunities for high quality instruction and a challenging education as any other students in Wisconsin or in our nation.

I know that this hearing is designed specifically to take testimony regarding the Common Core State Standards. But the real question is how can we, as school leaders and policy decision-makers, best prepare our students for a changing world and the demands for them to compete in a global environment.

The Common Core State Standards, adopted in Wisconsin three years ago, and adopted and implemented in 45 other states, are a set of highly regarded, well thought-out standards in English/language arts and mathematics that guide instruction and learning in classrooms through the nation. These standards have rigor and are benchmarked against the best educational standards in our country and from around the world.

High standards that are consistent across school districts throughout Wisconsin and across other states will provide teachers and students with a clear set of expectations for their learning. These expectations as articulated through the Common Core State Standards not only match the expectations we have for preparing our students for college and careers, but they promote equity by making sure that all students are will prepared with the skills and knowledge they need to succeed when they graduate high school.

I have two young grandchildren who live in Sheboygan and are starting their formal education in this year. I have high hopes for them, no matter what school district they attend. Whether they complete their K – 12 education in Sheboygan or some other school district, they deserve to have clearly defined goals for their educational experience no matter where they attend school.

These standards are not a curriculum, nor do they dictate how a teacher provides instruction. They do not define what materials or resources a teacher will use to meet the needs of his or her students. Having clear and defined quality

expectations is the foundation for good instruction and high levels of learning. Without them there is no clear direction for learning to occur.

I have heard people say that the Common Core is a federal initiative to establish a national curriculum and that will take away the professional judgment of educators. This is clearly not the case with the implementation of the Common Core State Standards.

I believe that without these standards in English/language arts and mathematics we are doomed to repeat mistakes of the past and we will certainly short-change a generation of students.

In my 37 years in education I have witnessed all too often where the voices of a few and the political winds of the day have dictated education policy and have resulted in a failure on the part of adults to secure a positive future of our students. Let's not do it again by ignoring the good work of our teachers and the benefits that these standards will mean for education and our students.

Thank you for your time and attention to this important matter.

Sincerely,

Douglas W. Keiser, Ph.D.
Superintendent of Schools
Hustisford School District

Testimony before the Select Committee for Review of the Common Core Standards Initiative
Madison, Wisconsin
October 3, 2013

Good afternoon. I am Dave Polashek, Superintendent at the Oconto Falls School District. The Oconto Falls School District is a quick 15 or 20 minutes north of Green Bay and has an enrollment of just under 1,800 students. I have been in the business long enough to remember a time when instead of classrooms, it seemed that teachers were working in silos with no connections with anyone other than the blue sky above. To some it seemed that a teacher could walk in his or her classroom on the first day of class, shut the door and come out on that last day of the school year with no one the wiser as to what had happened for 180 days behind that closed door..

Over time, that changed as school districts began to put a greater emphasis on curriculum development. There were too many overlaps what was taught in some cases and gaps in other situations. In the early and mid-nineties, school districts in Wisconsin began the process of adopting curriculum standards. Some districts did this on an individual basis while leaders at the state level were determining if it made more sense to write standards unique to Wisconsin or adopt something that had been created elsewhere. Ultimately, it made more sense not to reinvent the wheel and existing standards from another state were revised slightly to apply to all districts in Wisconsin. The extensive collection of standards was criticized as being a mile wide and an inch deep. To many teachers, they looked overwhelming. After several years, most teachers and school districts were hungry for something better.

When Wisconsin adopted the Common Core State Standards in 2010, the Oconto Falls district was quick to jump on board with lots of staff training. These standards are in two areas, English Language Arts and Math. As a result of our work with the Common Core in English Language Arts, our teachers speak a common language about what is expected in student learning. Teachers collaborate on lesson planning, assessment, and strategies for teaching. Teachers have participated in more concentrated ELA professional development delivered in a number of different formats, including released time during the contract day.

As teachers applied what they learned in that professional development, students began to read more informational text. They were reading and writing informational text using argument. While doing so, they cited evidence for their argument. Students were reading and being held accountable for reading text at higher lexiles. We have revised daily schedules and increased the ELA block to accommodate the time needed for the increased rigor of the reading and writing.

This effort has expanded beyond being the sole responsibility of English Language Arts teachers. Teachers across the curriculum are reading text and writing informational text and arguments. Partnering in this effort are teachers in music, physical education, and the career and technical education classes.

Turning to the math standards, teachers analyzed the standards and found that the level of rigor needed to master the standards was not possible with the current math program. As a result, changes were made. Students now work in cooperative groups to solve relevant problems and gain understanding of the “math” behind the math. Students are held accountable for their understanding by explaining how they solved the problems. Students now can write about math and how the problems solved. Communication is a regular part of today’s math curriculum.

In our schools, students are appropriately using math concepts at earlier grade levels than was the case prior to our adoption of the Common Cores. Teachers at all levels in ELA and Math are co-planning lessons and sharing materials. Teachers have much more of a sense that “We are in this together.” Students have a heightened awareness of their own accountability for their achievement. To help facilitate higher achievement levels in math, we have increased math learning time at the elementary and middle schools.

The adoption of the Common Core Standards, with the need for heightened rigor and relevance, has caused the district to rethink much of what was once the norm. The adage, “You can’t do the same thing and expect to get different results,” has changed much of how we operate and the expectations of ourselves and of our students. Revised schedules, time with the content, collegial planning, targeted assessments, expanded summer school and additional after school sessions for at risk students are only some

of the changes we have made as part of the implementation of the Common Core Standards.

Our experience with the Common Core Standards has been positive and worth every ounce of energy we have invested in them. We strongly endorse the legislature's continued support of this initiative.

Testimony on Common Core State Standards

Chairman Farrow, Chairman Thiesfeldt, members of the committees, thank you for the opportunity to join you today to discuss the Common Core State Standards. My name is Tim Schell and I am the Director of Curriculum and Instruction for the Waunakee Community School District. My role in the district is to work with our teachers and principals in developing our instructional program. I will speak to the role of academic standards, how we have implemented the Common Core in Waunakee, and my overall assessment of the Common Core for our state.

Academic standards set benchmarks for what students should know and be able to do at each grade level. Wisconsin has had state standards in place since 1998. These state standards provided overall guidance, but local school districts have made independent decisions on curriculum, instructional materials, and local assessments. Classroom teachers use their professional judgment in using these resources in their teaching to help their students meet these expectations. Standards do not specify curriculum and they certainly do not dictate what is happening in classrooms. Standards set expectations that are a floor, not a ceiling. For example, in Waunakee Algebra is our primary math course for 8th graders in our Middle School. This exceeds the expectations of the 1998 state standards. Common Core is replacing the 1998 state standards but our district retains local control over curriculum and instruction as always.

Waunakee has been working with Common Core for more than three years. Our department chairs and Curriculum and Instruction began following the development process and the draft standards in the 2009-2010 school year. Principals and teacher leaders attended regional trainings in 2010-2011 to review the standards in detail and understand the major shifts from the old Wisconsin standards. The Common Core has been a major theme of our professional development, materials review and

adoption, and curriculum projects in English Language Arts and Mathematics for the last three years. Our elementary and intermediate school report cards are updated to reflect the new expectations this year. Our teachers find the standards very helpful and set strong expectations.

We emphasize continuous improvement of all our programs and have a regular cycle for program evaluation and review and purchase of instructional materials. The Common Core expectations aligned well with our existing initiatives to improve our literacy and mathematics programs, so the additional cost has been limited. For several years now, we have been focusing on disciplinary literacy to increase the rigor of reading, writing, speaking and listening, and critical thinking in all content areas at the secondary level, not only English classes. The Common Core's emphasis on increasing disciplinary literacy and rigor across the subjects added wind to our sails and we are seeing the results in increased student achievement.

Our work of improving learning opportunities for our students is never done, but at this stage we have made our adjustments to the Common Core expectations and would not settle for the lower expectations of the 1998 standards. We have not narrowed our curriculum at all and are confident that we are improving the expectations and learning opportunities for our students, which will open more doors for them after graduation.

Overall, the Common Core State Standards are strong academic standards and certainly more specific and rigorous than the 1998 standards they replace. Waunakee has high expectations and high student achievement and we have been stretched to increase our rigor as we have worked to align with the Common Core. Text complexity, modes of writing, earlier introduction of the important fractions and ratio topics are a few examples and there are more. The Common Core raises the floor of expectations in Wisconsin. No standards are perfect, but the Common Core standards are a clear step forward for

Wisconsin and the higher expectations will provide our students with more opportunity. They are excellent standards and I feel that is one reason some parochial school systems are beginning to adopt them.

Wisconsin's Constitution calls for the establishment of public schools "which shall be as nearly uniform as practicable." Shared expectations for what students should be able to know and do, the role of academic standards, are an important topic that should interest everyone. I hope today's hearing and those in the future are useful in developing understanding of the Common Core and why they are a step forward for our students. Thank you for your time on this important issue and your public service.

I would be happy to discuss this topic at greater length with you as a group or individually.

Tim Schell

tschell@waunakee.k12.wi.us

608-849-2025



October 3, 2013

Legislative Hearing: Common Core State Standards

Good morning, I am Pat Deklotz, superintendent in the Kettle Moraine School District located about 45 minutes east of here, right in the heart of Waukesha County. We serve approximately 4,500 students. Fifteen hundred students attend our three high schools, two of which are charter schools. We have one middle school that serves 1,000 students and we have five elementary schools, one of which is a charter school. Last year we started an Advanced Manufacturing Certificate program, a Youth Apprenticeship model working with GPS Education Partners, GE Waukesha gas engines, and Generac Power Systems. Currently we are working on a Health Science High School, partnering with Oconomowoc School District, ProHealth, Aurora, and the Medical College of Wisconsin. We are changing the way we do schooling and why are we working so hard?

Eight years ago my school board charged me to "transform the educational delivery system to better and more efficiently meet the needs of all students." That has been my quest and that of my team. We are beginning to see the fruits of that labor and I invite each and every one of you to tour our district with me so that you can see it with your own eyes. But the first thing I did as I embraced that charge was to seek higher standards. I looked at the highest achieving countries in the world and in our nation and I found that they held higher standards and they measured their success on a common assessment, at that time, the PISA exam, developed by the OECD. I have shared that test with my faculty and I worked with foundations to fund the development of higher standards and assessment. It was lonely and frustrating work.

I was delighted when I learned the National Governors' Association embraced the same vision that I held. The foundation I was working with told me that rather than pursue this dream of mine, using the route I was taking, they were in support of America Achieves and the development of Common Core State Standards. When Dr. Evers, our State Superintendent, announced that Wisconsin had signed on to the Common Core, I was thrilled – and I was impatient. I didn't want our students to have to wait. We were on board. We wanted higher standards and we want to be able to compare our students' performance against that of others across our nation. We wanted that comparison to be aligned against international standards. We have that in the Common Core. Are they perfect? Standards never are, but they are internationally benchmarked, they are shared across our nation, and they allow us to compare our performance across states, something that Wisconsin standards can't and will never do. When we stand alone, we lose that ability.

My staff has been working for five years to align our teaching to support students so they can demonstrate their proficiency in the expectations set by the Common Core. We were involved in the hearings that were held. We offered input, challenged assumptions, and gave our suggestions. We gave updates to our board and community. As I have learned of opposition to the Common Core I have tried to understand why people see them as evil. I attended the Waukesha Co. Republican party breakfast meeting and I researched position statements trying to learn why people see them as undermining our democracy and truth and everything that I, as a conservative God-fearing, American patriot, should believe. I can't find what they are afraid of, other than fear itself. There is no conspiracy. Could there be issues around the assessment? Could there be concerns over the data collected? Those questions can be answered, but they are separate and outside of the standards. Please understand the difference and do not lump them all together. Please stand firm in support of the good work, the courageous work that we have been doing over the past years. It is work that I see aligned to your expectations. I've been coming here all these years with the same message and I've been listening to yours. This work aligns with your expectations. Do not pull the rug out from under us. Respect us and the good work that we do and support us as we move Wisconsin forward. Thank you.

- Learning Without Boundaries -

Northern Ozaukee School District - Common Core State Standards

A few years ago, the Northern Ozaukee School District embarked on the process of receiving, unpacking, and implementing the Common Core State Standards for use within our schools. Our goal through all of this work and professional development has been to utilize this set of rigorous standards to create consistency in our students learning, a common understanding of how to move forward with curriculum and related materials, and a much more aligned set of proposed outcomes from which to create applicable assessments to more truly gauge our students understanding of core competencies and their extension to non-core areas such as music, art, and physical education.

Our school district relies on the concept of Professional Learning Communities. In PLC's, teachers and administrators, along with students and their families, work collaboratively to answer 4 key questions:

1. What do our students need to know, understand, and be able to do? (Common Core)
2. How will we know that they have learned? (Assessment related to Common Core)
3. What will we do if they have not learned it? (RtI related to Acuity/Classroom Assessments)
4. What will we do if they already know it? (RtI related to Acuity/Classroom Assessments)

Using these 4 corollary questions, we have been able to use the Common Core State Standards to provide an extensive clarity to our processes and make this work much more efficient and productive for everyone who is involved in this great effort across grade levels and subject areas.

We continue to be very appreciative of the Common Core State Standards for a variety of reasons:

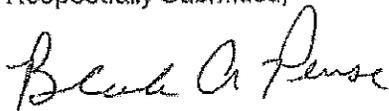
- There is greater specificity in the areas of Math, Reading, and Language Arts to guide our work to insure high level outcomes for our students.
- The standards are much more succinct, yet give us the ability to cater individual student's learning should they already know and have deeply embedded a concept within the knowledge base.
- The sequencing of the knowledge and skills needed by students has remained similar, yet the point at which students start the process has increased by 1-2 years, such as learning higher level math skills at a younger age (Algebra, for example).
- We are able to address progress monitoring because our district assessment (Acuity) is aligned with the CCSS so we know exactly what to target now for our student's success.
- We are able to create a stronger alignment across all subject areas and focus on literacy based in Common Core State Standard attainment through multiple approaches.
- Professional Development/Learning has become much more focused as we fully implement these standards into our grading and assessment mechanisms (rubrics).
- As a district that has fully implemented standards based assessment and grading, we have been able to create consistency in our reporting and student preparation for high level learning.

- The Smarter Balanced Assessment and the ACT Suite are also CCSS aligned, creating yet another consistency so needed in our system
- Common Core State Standards act as a floor and not a ceiling (The CCSS floor is the previous ceiling based upon rigor and expectations of our students)
- Inexpensive products, such as CESA 7's Common Core Curriculum Companion, have created outstanding guides for our teachers that have been developed by practitioners and not by a federal or state task force. This companion product has vastly improved our curriculum by creating consistency and delineation in our standards.

Much has been said that the Common Core State Standard adoption and implementation has cost districts extraordinary amounts of money. In our case, we have used many free and low cost alternatives to become approximately 75%-80% implemented in all of our schools. Much has also been said that the Common Core State Standards do not allow for students to be creative and experience a broad range of classes. In our school district, we expect that our students get a varied level of coursework and experience as much as we have to offer. We are not "widgetizing" our students by any means. We are expecting our students to use skills across the subject areas to improve learning and success across the board. Finally, much has been said that the Common Core State Standards focus on simple/basic skills rather than higher level skills. It is our belief and experience that having clarity in the skills that are the building blocks for the future is of utmost importance and that sometimes you have to go a little slower to go fast. This is very true of our CCSS implementation and we owe it to our students to insure that they have all of the foundational skills in place so they can burgeon those skills later into deeply embedded, higher level THINKING skills rather than rote memorization and simple recall.

Common Core State Standards are about creating a streamlined, rigorous set of standards from which we can create a curriculum that focuses on higher order thinking skills and increased levels of achievement and retention of critical concepts and knowledge. This is why it is important to maintain our CCSS adoption and implementation and make sure that our students are college and career ready.

Respectfully Submitted,



Blake A. Peuse
Superintendent of Schools
Northern Ozaukee School District



October 3, 2013

Dear Wisconsin State Legislators,

The Hudson School District supports the implementation of Common Core State Standards for our students as an essential part of a rigorous academic program. The Hudson Schools have high expectations for student learning. To prepare students for their future and to be college and work ready, rigorous academic standards are necessary to make learning goals clear. The Common Core State Standards provide teachers with a framework of more rigor and a higher level of critical thinking, problem solving, reasoning, and communication than Wisconsin's previous academic standards. These essential skills have been identified by our own Hudson community employers. Developing the knowledge and skills for our students to compete on a world class level is an expectation of the Hudson School District and the Hudson community.

What do the Common Core State Standards mean for the Hudson School District and students?

The Common Core State Standards are providing Hudson teachers with clear and specific expectations for student learning targets. When asked about their reaction to the Common Core State Standards (CCSS), Hudson teachers have expressed that by studying these standards, their classroom teaching practices have been strengthened. By studying the expectations of CCSS, teachers have gained a deeper understanding of how to teach in a more effective way to support higher levels of student learning. While the CCSS provide a baseline for focused instruction and the essential skills needed by students, the strong foundation is a spring board for expanding and enriching student learning. As our teachers have delved into the CCSS, they are seeing students engaged in higher levels of thinking and more rigorous discussions of text. Students are demonstrating improved writing skills that demonstrate deeper levels of thought than have been evident in previous years.

The Hudson School District has used the CCSS to develop elementary integrated units, strengthened our math curriculum, and incorporated the CCSS into disciplinary literacy goals. Planning for and implementing high quality, on-going professional development that engages teachers at all levels to shift teaching and learning to align with the CCSS continues throughout our system for learning. The Hudson School District has already invested resources over multiple years, both staff time and dollars, into implementing the CCSS. If the state was to decide on another set of standards, significant resources would be lost and additional time and dollars would need to be invested into reinventing work that has already begun; work that is showing promise for our students to meet higher learning expectations. There is no need to select a new set of standards.

The CCSS are an essential piece of a sound academic program. At the local level, we make decisions about curriculum, instruction, assessment, and resources. Our full academic program extends beyond the CCSS, as it should, to prepare students for future success in college and the world of work.

The Hudson School District is well positioned to advance the implementation of the Common Core State Standards. Supported by the higher learning expectations of the CCSS, the rest of our strong local educational program, and talented, caring educators, Hudson students can expect to graduate with the knowledge and skills necessary to be successful informed, caring contributors.

We seek your support to maintain the Common Core State Standards in Wisconsin as one of the essential components of a strong state-wide educational program. We appreciate your public service to the students, educators, and citizens of the State of Wisconsin.

Respectfully,
Mary Bowen-Eggebraaten
Superintendent
Hudson School District

October 3, 2013

Rep. Thiesfeldt

16 West

Madison, WI

Dear Rep. Thiesfeldt,

In the spring of 2008 the current presidential administration used TARP money and executive orders to implement the Common Core Standards. The "Race to the Top" money was given to any state which subscribed to the Common Core State Standard. States which did not apply for the stimulus money were given the opportunity to opt out of the "No Child Left behind" if they provided a set of standards for education which were as high or higher than the CCSS. Wisconsin applied 2 times and was rejected. The third application from Wisconsin was accepted with the stipulation that Wisconsin would adhere to the CCSS. The CCSS have not even been written yet by the committees entrusted to publish them. Tony Evers was the only Wisconsin authority to sign on to the CCSS. The Wisconsin legislature had no knowledge of this commitment to change our education system.

45 States signed on to the CCSS and 5 states rejected this federal over-reach. As of July 2013, 20 states have put the brakes on the implementation of CCSS by withholding funding of CCSS or are implementing learning sessions by the state legislatures to really see how CCSS will affect the costs of education and student achievement.

Georgia Schools have learned that the CCSS do not even touch on 10 or more basic math principles which the Georgia standards incorporate. The buzz word "rigor" is used in CCSS, however the Georgia standards showed to be 1 to 1.5 years superior to the dumming down within the CCSS. Dr James Milgram, PhD. Stanford Univ., Board of Education Sciences is one of the original validation team members of the Math CCSS. He refused to sign the validation stating that the CCSS are inferior to most state Math curriculums. CCSS even throws out the proven Euclidian Geometry principles and implements an unproven fuzzy geometry teaching method. CCSS

states the standards are internationally benchmarked to the world educational system and the NAEP testing provided the comparisons to the world.

Well 60 industrialized nations use the "Trends in International Math and Science Study" TIMMS for short. The Timms has a much higher rigor than CCSS and is also benchmarked with the NAEP testing program. Timms standards are published on the internet -FREE. And no high priced Smarter Balance Assessment testing is needed. The adaptive testing costs and high speed internet is not needed.

Alaska found the Math CCSS inferior to their current states standards. They included a refresher standard in math for addition, subtraction, multiplication, division clear through 8 grades while CCSS stopped these basic math principles after 6th grade.

I can also give many examples of dummied down the English Language Arts curriculum. The specific reading of nonfiction manuals is heavily weighted in CCSS, instead of the literary readings which stimulate the thinking of entrepreneurs, theorist, and medical professional .

BASD is stuck with the CCSS as a base for new curriculum because of the funding which the federal government has tied to it's implementation. However they state that the curriculum is a local issue to be controlled by local school boards. If this is true then every teacher and parent must keep your schools focused on the "kids". Demand higher standards than CCSS.

Sincerely,



Phil Ketterhagen

Concerned citizen first and BASD School Board member second

2000 Crossway Road

Burlington, WI 53105

262.534.4728



MANDY WRIGHT

STATE REPRESENTATIVE

October 2, 2013

Dear Colleagues on the Select Committee on Common Core,

Thank you for serving our state, our children, and the education community through your work on this committee. I appreciate that you are willing to delve into the Common Core Standards in an effort to better understand the implications for our communities. Public education plays a critical role in shaping our future as a state.

As an English Language Arts public school teacher that just left her classroom in November of 2012, I was directly involved with analyzing and utilizing the Common Core Standards. I worked with a team of professionals in my grade level and subject area to collaboratively design appropriate curriculum and formative assessments that aligned with the Common Core Standards. I can assure you that while we had high standards for students and are renowned in our district for achievement, the Common Core Standards challenged us to develop a more rigorous curriculum for our students. We had the flexibility, as a team, to make important decisions about how to approach the standards and how to tailor our teaching to our students and our community.

The amount of time teachers invest in developing and implementing this curriculum is significant. Not only did my school district invest in many hours of professional development and materials, but I do not know a single teacher, myself included, that did not invest multiple personal hours on a weekly basis exploring curriculum and resources and planning for successful teaching and re-teaching in the classroom. The Common Core Curriculum has great potential by setting a clear blueprint for the entire education community for student success. With new testing through Smarter Balance and the ACT Suite, coupled with accountability measures for schools, districts, and teachers, it only makes sense to proceed with the groundwork of Common Core Standards.

I have compiled several resources for your convenience, as I have closely followed the Common Core discussion in Wisconsin. First, you will find an article "The New Smart Set" from *Time Magazine*, which outlines the history and national debate. Second is an article a constituent referred me to, penned by Jeb Bush called "State Driven Common Core is Least We Can Do to Accelerate Student Learning" from the publication *Human Events*. While I do not agree with all of his points, he does make a compelling argument from a conservative perspective in support of Common Core. Finally, the state DPI has ample resources on this topic, so I included a question and answer sheet that reviews some basic facts about the history and implementation of Common Core in Wisconsin.

(continued)

85th ASSEMBLY DISTRICT OF WISCONSIN

Office: State Capitol, PO Box 8953, Madison, WI 53708 ★ Phone: (608) 266-0654 ★ Toll-free: (888) 534-0085

Email: rep.wright@legis.wi.gov ★ Website: <http://wright.assembly.wi.gov>





MANDY WRIGHT
STATE REPRESENTATIVE

Most importantly, I urge you to reach out to your Public Education experts. Our superintendents, principals and teachers across the state are immersed in the implementation of Common Core and will have important input for you to consider. Thank you for your time and consideration as you serve on the Common Core Review Committee.

Sincerely,

Rep. Mandy Wright
State Assembly of Wisconsin – 85th District

85th ASSEMBLY DISTRICT OF WISCONSIN

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Email: rep.wright@legis.wi.gov ★ Website: <http://wright.assembly.wi.gov>



46 states have
adopted the new
Common Core
Standards

THE NEW SMART SET

What happens when millions of kids are asked
to master fewer things more deeply?

BY AMANDA RIPLEY

ANDREW BRENNEN HAD LIVED IN FIVE states before he could drive, making him an expert in everything that's wrong with American schooling. "In Georgia, I was definitely among the top students in my grade," he says. Then he moved to Maryland, and everything changed. "The level of content was definitely harder. I did not do very well." In Maryland, Brennen had to learn grammar that everyone else already seemed to know. He did so poorly in Spanish that he ended up repeating the class the next year.

In eighth grade, Brennen moved to Lexington, Ky., spinning the education roulette wheel one more time. When he got there, he did fine in science but lagged behind his friends in math. Brennen was basically the same wherever he went: a slim African-American boy with a wide smile and big plans. But "smart," he'd learned, was a relative term. This year, Brennen is a high school senior in Kentucky, applying to colleges in at least five different states—prepared to play catch-up yet again, wherever he may end up.

American education has always been run at the state and local level. Even as Washington has pushed states to try out this or that

policy in exchange for federal funding, states have always chosen their own tests and learning goals. Historically this has meant that most states and districts have set the bar lower than colleges and many workplaces would like—or buried their teachers in so many competing demands that they are left to pick and choose what to teach in isolation.

All that is about to end. This fall, for the first time, a majority of American public-school children are working to master the same set of more rigorous skills in math and English. These new targets, known as the Common Core State Standards, have been adopted by 46 states in an almost inexplicably speedy wave of reform. With only Alaska, Nebraska, Texas and Virginia abstaining, the Common Core movement represents the biggest shift in the content of American education in a century.

As such, hostilities have erupted on all sides. Tea Party groups refer to the standards as Obamacore, despite the fact that the federal government had nothing to do with their creation. The Republican National Committee condemned the standards in

Photograph by Mauricio Alejo for TIME

strongest leaders, teachers got time to study and discuss the new standards with one another, brainstorming how they could reinvent their lessons for the higher expectations. Kentucky's education commissioner, Terry Holliday, enlisted teachers to help at every step in the process, explaining the new standards to parents and designing test questions—a model he advises other state chiefs to follow. "Teachers are your best voice in the community," Holliday says.

The following spring, the students took the first set of tests synched to the new standards. Everyone knew it would be a humbling exercise: if you raise the bar, fewer will reach it—at least for a while. So state officials warned parents, teachers, students and the media to expect lower scores and interpret them as a sign of progress rather than failure. Every teacher had flyers to give out at parent-teacher conferences explaining that the new test was different from the old one. The Jefferson County PTA held briefings to explain the Common Core to some 8,000 people across Louisville.

When the new results came out, only half of Kentucky elementary students were found to be proficient or better in reading—compared with three-quarters of kids the year before under the old standards. But citing the public outreach, Holliday says, "We had zero complaints from parents."

This school year, their third with the new targets, some Kentucky teachers seem to be thriving with the infusion of clarity, focus and autonomy they attribute to the Common Core standards. Many post specific targets on the classroom wall for all the students to see, rotating each one out every few weeks. De'Vonta Moffitt, a student at Doss High School in Louisville, explains the difference between his freshman and senior year this way: "Before, we read and then worked, read and then worked. It was easy. Basically they gave us tests from the book," he says. "Now, every three weeks we have to know a different standard. I have to actually take notes. I have to think sometimes, take my time."

Even standardized tests can be less grueling when tied to more intelligent goals. Each spring, Sydnea Johnson, a student at Fern Creek Traditional High School in Louisville, used to get migraines from all the cramming teachers asked her to do before the test—trying to cover more standards less deeply. "Now it's a lot less stressful," Johnson says, "because I can take in the information all year long, and it's just a review before the test."

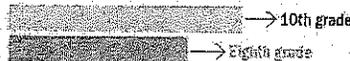
WELCOME TO THE COMMON CORE

Kentucky's targets for what all students should know at different grade levels—before and after the new Common Core Standards

Before Common Core
After Common Core

PYTHAGOREAN THEOREM

Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions



IDENTIFYING LITERARY DEVICES

Identify literary devices (e.g. symbolism, irony, analogies, imagery, foreshadowing, figurative language)



VOLUME OF PRISMS

Find the volume of a right rectangular prism by two different methods



IDENTIFYING AN AUTHOR'S PURPOSE

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral



This past spring, Kentucky achieved an 86% high school graduation rate—up from 80% in 2010 and above that of most other states. Test scores for the last school year, only the second with the new Common Core test, show a slight uptick of 2 percentage points. The portion of students considered college- or career-ready is up 20 percentage points to 54% since 2010, according to a battery of assessments given to seniors.

The Backlash

IT'S ONLY IN THE PAST COUPLE OF MONTHS that Holliday has started to hear local opposition to the Common Core. Kentucky Senator Rand Paul, gearing up for a presidential run, has come out against the new standards, citing a "loss of local control of curriculum and instruction." One Kentucky education leader said he has stopped using the words *common core* altogether. "We call them Kentucky Core Standards or something," he said, searching for the proper euphemism. "We are even trying not to use 'rigorous.' We are trying to say, 'college- and career-ready standards.'"

If the word *rigorous* is politically incorrect in America, the Common Core is way ahead of its time. The destiny of the new standards may depend on competing bogeymen. Which is scarier, international competition for skilled workers or the loss of some local authority?

Historically, the answer isn't encouraging. Some states may step back from the standards altogether, while others will likely do what they did under No Child Left Behind and select dumbed-down tests that do not require kids to think for themselves. A few states will stand firm, continuing to work on smarter tests and better teacher training. I suspect Kentucky may be one of them.

Earlier this year, a coalition of 26 states proposed new standards—for science this time. Like those for math and reading, these new targets allow teachers to go deeper on fewer topics and focus on applying knowledge to solve real-world problems. Already the standards on climate change and evolution have unleashed a backlash, which will likely grow.

So far, just six states have adopted the standards: California, Kansas, Maryland, Rhode Island, Vermont—and Kentucky. ■

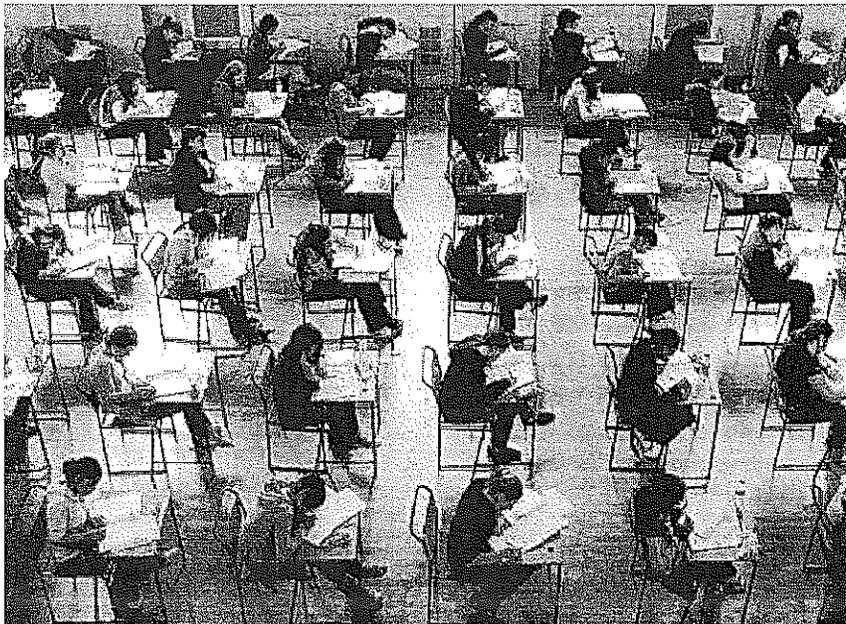
TIME contributor Ripley is the author of a new book, *The Smartest Kids in the World—and How They Got That Way*, and an Emerson Senior Fellow

Human Events®

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EDUCATION & ACADEMIA

JEB BUSH SAYS: STATE-DRIVEN COMMON CORE IS LEAST WE CAN DO TO ACCELERATE STUDENT LEARNING



By: **Jeb Bush**

9/30/2013 11:56 AM

This piece was written exclusively for Human Events by Governor Jeb Bush.

I recently finished a fascinating new book by journalist Amanda Ripley called *The Smartest Kids in the World: And How They Got That Way*. The comparisons in the book between American schools and those in higher performing countries were jarring, but not a wake-up call. We've had those for years, going back to Sputnik and then *A Nation at Risk* and now to continued poor performance on international tests – the most recent showing American students rank 14th in the world in English and 25th in math. Rather, what was fascinating about the book was the light it shed on the reasons for the growing international achievement gap – dramatically different academic cultures.

Right now in South Korea, parents labor at second jobs to save for 'hagwagons' – rigorous tutoring centers where students spend hours studying after their normal school day is over – to ensure their child has the best chance possible to be accepted to a top

can't do math or can't read. Their expectations in their own lives are too low and they are destined to never realize their full God-given potential.

Americans have never been comfortable with mediocrity and we shouldn't start now. We're not going to be able to sustain this exceptional country unless we challenge every basic assumption on how we educate children. The key to reigniting social mobility and maintaining American competitiveness lies in giving every child access to the best education on the planet.

Let this, not politics, be at the heart of our dialogue.

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Guidance Document for Common Core State Standards Initiative
Last Updated: November 30, 2010

1. **On June 2, 2010, State Superintendent Tony Evers adopted the Common Core State Standards as the Wisconsin Standards for English language arts and mathematics. Are districts required to adopt these Common Core State Standards?**

Each Wisconsin school district is required to adopt standards in reading and writing, geography and history, mathematics, and science, but the choice is up to the district as to which standards are adopted. In 1998, most districts adopted the Wisconsin Model Academic Standards.

The Department of Public Instruction (DPI) recommends that districts review their policy on standards in the areas listed above. DPI encourages districts to take formal action to adopt new standards to signal that local curriculum, instruction, and assessment also need to change to reflect new standards.

2. **Why should districts adopt the Common Core State Standards?**

Wisconsin standards identify what students should know and be able to do in 23 content areas. These standards create a focus for success as students transition into postsecondary education and careers. State standards provide clear expectations for student learning in grades PK-12, ensuring equity and consistency for all students. The rationale for adopting the Common Core State Standards includes:

- *State Assessment:* The Wisconsin state assessment system – currently the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternative Assessment for Students with Disabilities (WAA-SwD) – is based upon the standards adopted by the State Superintendent
- *Equity:* Districts adopt standards to provide all students equal access to high quality education
- *Mobility:* Standards facilitate connected learning as students move to a new school, a new district, or a new state
- *Professional Development Focus:* The Common Core State Standards for English language arts and mathematics form the basis for the Department's support of curriculum and instruction across the state. In general, professional organizations, CESAs, and postsecondary institutions base their professional development efforts on the Wisconsin standards

3. Are the Common Core State Standards assessed on the Wisconsin Knowledge and Concepts Exam (WKCE) and the Wisconsin Alternative Assessment for Students with Disabilities (WAA-SwD)?

The Wisconsin student assessment system is aligned with the 1998 Wisconsin Model Academic Standards. DPI is in transition to a new assessment system that will reflect the Common Core State Standards.

4. When will Wisconsin have in place a new state assessment system based on the Common Core State Standards?

DPI is developing a new assessment system aligned to the Common Core State Standards, as part of the federally-funded multi-state SMARTER Balanced Assessment Consortium (<http://dpi.wi.gov/oea/sbac.html>) and as part of a multi-state General Supervision Enhancement Grant (GSEG) Dynamic Learning Maps Alternate Assessment System Consortium. Wisconsin will continue to administer the WKCE and the Wisconsin Alternative Assessment for Students with Disabilities (WAA-SwD) annually for the interim to meet federal accountability requirements, until the SMARTER Balanced Assessment system is available. The projected timeline for moving from the current exam to a new state assessment is as follows:

- 2010-2015: Development of SMARTER Balanced Assessment Consortium's formative assessment resources plus benchmark and summative items
- 2010-2014: Development (through GSEG consortium) of new Extended Standards for students with significant cognitive disabilities currently taking the WAA-SwD; item development and new standard setting, derived from the Common Core State Standards
- 2013-2014: Piloting and field testing of the summative assessment
- 2014-2015: New summative assessment system is fully operational, given across Wisconsin and the consortium of states, replacing the WKCE and the WAA-SwD

5. Will student performance be less successful on the WKCE if the local district moves to the Common Core State Standards now?

Districts are urged to begin study of the new Common Core State Standards in English language arts and mathematics to identify necessary changes in local curriculum, instruction and assessment. While the content in the Common Core State Standards may be similar to the content in Wisconsin Model Academic Standards, the Common Core State Standards provide a more explicit description of the depth of understanding to achieve at each grade level and make some changes in the sequencing. Educators are beginning to carefully examine and teach to the new standards. This is a critical factor in making an impact on student achievement and should not negatively affect students' performance on the WKCE and the WAA-SwD in the interim period until the SMARTER Balanced Assessment and GSEG alternative assessment are operational in 2014-15.

6. **What does the section of the English language arts standards labeled “Literacy Standards for History/Social Studies, Science, and Technical Standards” mean?**

While the section titled “Literacy Standards for History/Social Studies, Science, and Technical Standards” is part of the English language arts standards, literacy is the responsibility of all teachers in all subject areas. All teachers teach students how to apply the literacy skills needed to comprehend the content and demonstrate their understanding of the respective subject. This message is reinforced by the creation of these explicit standards for grades 6-12, while for grades K-5 comparable standards are integrated into the K-5 reading standards. This section provides a framework for a focused, system-wide approach to literacy so that students face the same coordinated expectations around reading and writing in social studies, science, and technical subject areas.

7. **What does the Common Core State Standards Initiative mean for students who are English language learners?**

The inclusion of all types of learners was a priority in developing these standards. Educators may require additional supports and resources to help all students meet these expectations. How these standards are taught is important in reaching all students. English language learners may require additional time, instructional support, and aligned assessments.

For English language arts, the rigorous grade-level expectations in the areas of language, reading, writing, speaking and listening describe an explicit pathway to develop language proficiency, literacy, and critical thinking through language arts. English language learners build on their first language and literacy knowledge and skills as they acquire their second language, through literacy-rich environments that immerse students in a variety of language experiences.

In the area of mathematics, the emphasis is on thinking, reasoning, and communicating mathematically. Teachers enhance the success of English language learners in mathematics by incorporating regular and active participation in the classroom: discussing, explaining, writing, representing, and presenting; not just teaching vocabulary, but building higher order thinking skills as students grapple with new mathematics concepts and demonstrate understanding.

8. **What does the Common Core State Standards Initiative mean for students with disabilities?**

In the development of these standards, the inclusion of all types of learners was a priority. Chosen language was intended to be open and accessible to different learners. Educators may require additional supports and resources to help all students meet these expectations. How these standards are taught is important in reaching all students. For students with disabilities to meet high standards, their instruction must incorporate supports and accommodations such as instructional supports for learning based on the principles of Universal Design for Learning, instructional accommodations and/or assistive technology devices and services to ensure access to the general curriculum and the standards. In addition, student with significant cognitive disabilities will work toward the new Extended Standards that are derived from the Common Core State Standards.

9. What is the background of the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a voluntary effort through the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center for Best Practices to develop a common core of standards that are aligned with college and work expectations, include rigorous content and skills, and are internationally benchmarked. The Common Core State Standards Initiative encompasses Common Core State Standards for English language arts, including reading, and mathematics. The intent is to align state assessment, local assessment, curriculum, and classroom practice to these standards.

10. Why did Wisconsin join this national initiative?

Wisconsin is committed to ensuring that every child graduates from high school prepared for work, post-secondary education, and success in the global economy and society. No longer can states afford fifty, individual development processes for standards outlining what students should know and be able to do. While education remains a state responsibility, it is a national priority to ensure our economic security. Further, the children we serve are far more mobile, thus calling for a national consistency. Finally, our students need to be prepared for both careers and post-secondary education; consequently, standards that are benchmarked to the highest levels both nationally and internationally serve as a foundation for that preparation.

11. Who participated in the development of the Common Core State Standards?

The Common Core State Standards were developed by teams of educators and administrators. Three of the organizations participating in the development of the Common Core State Standards include: Achieve, ACT, and the College Board. Some of the organizations that participated in review of the standards included the National Education Association, American Federation of Teachers, International Reading Association, National Council of Teachers of Mathematics, and the National Council of Teachers of English.

12. What does it mean to adopt the Common Core State Standards for English Language Arts and Mathematics?

Adoption means that Wisconsin has taken formal action to make the Common Core State Standards the policy document on which curriculum, instruction, and assessment in the state is based. In Wisconsin, the State Superintendent has the authority to adopt standards. When the Common Core State Standards were finalized on June 2, State Superintendent Tony Evers adopted these standards.

13. Will Wisconsin have additional English language arts and mathematics standards beyond those that are in the Common Core State Standards?

No. Wisconsin has adopted only the Common Core State Standards. The Common Core State Standards provide an important focus for student learning, allowing valid district to district and state to state comparisons and a common yardstick for assessments. Rather than adding additional standards, Wisconsin's development of resources for curriculum and units of instruction will help shape the implementation of the standards.

14. What is the purpose of the various appendices of the Common Core State Standards?

The appendices are resources. School districts might use the appendices to guide the development of local curriculum and assessment or to inform the design of program sequences. However, districts are not required to do so as these are local decisions.

15. How will the Common Core State Standards connect to curriculum, instruction, and assessment?

The Common Core State Standards are posted on the Department of Public Instruction's website. Consistent with our commitment to provide local districts with leadership and technical assistance around curriculum, instruction, and assessment, the Department of Public Instruction will work with all stakeholders to shape the state's common vision for implementing these new standards. The Department will lead implementation of the Common Core State Standards across the state with and through collaborating partners including CESAs, professional organizations, postsecondary institutions, and local school districts. Specific implementation activities include:

- analyzing what is different between the 1998 Wisconsin Model Academic Standards and the 2010 Common Core State Standards
- collecting and posting successful implementation strategies from collaborating partners and schools
- reviewing and sharing resources for implementing the Common Core State Standards
- providing materials for conducting professional development around deeper understanding of what it takes to implement the Common Core State Standards

State assessment also will be aligned to the Common Core State Standards. Local districts will want to begin to move toward implementing the Common Core State Standards for English language arts and mathematics, to improve student achievement and prepare students to transition from the current WKCE to the new statewide assessment.

16. Will the academic standards in other subject areas be revised? If so, what is the schedule for revision?

Given that most of the academic standards were developed in the late 1990's along with the many curricular changes that have emerged, it is time for revision. Wisconsin's participation in the Common Core State Standards Initiative is the first step. Work is underway at the national level to expand the Common Core State Standards to include science and social studies. The Department has just published the Wisconsin Standards for Physical Education. The Department finalized a schedule for review and potential revision of the other content areas with academic standards. That timeline and updates will continue to be available at <http://dpi.wi.gov/standards>.

10/2/13

Please repeal
Common Core!

Ellen Lemken



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★ PROUD SUPPORTER OF THE USO ★

Rep. Jeremy Thiesfeldt
Chairman, Common Core
State Standards Comm.
16 West

Dear Legislator, *Thiesfeldt*

*16
west*

Repeal Common Core.

Wisconsin can do so much better!

Consider the tests which are used by each district...

Teachers teach to the test...it drives curriculum...

What good is the WI State Report card if all do well

with the low standards of CCSS ?

Please review the data contained in this short *DVD +*

pamphlet, it says it so much better than I could.

I am against CCSS in the U.S.A.

Bonnie Ketterhagen

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Oct. 3, 2013

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