

# COMMON CORE STATE STANDARDS

A Primer

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# WHAT ARE THE COMMON CORE STATE STANDARDS?

- ▶ The Common Core State Standards (CCSS) are a set of learning standards in English Language Arts (ELA) and Mathematics.
  - ▶ These standards will replace existing state standards in these subject areas
  - ▶ CCSS for Science and Social Studies are also in development
- ▶ *“The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.” – CCSS Mission Statement*
- ▶ See <http://corestandards.org> for the infomercial

# WHO DEVELOPED THE COMMON CORE STATE STANDARDS?

- ▶ National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) together formed the Common Core State Standards Initiative (CCSSI) in 2009
- ▶ Spring 2009 - 48 states sign a Memorandum of Agreement committing to voluntary participation in a process leading to adoption of the CCSS
- ▶ September 2009 – Draft of College and Career Readiness Standards is released
- ▶ March 2010 – First and only public draft of the K-12 Common Core State Standards for ELA and Math are released
- ▶ June 2010 – Final K-12 CCSS released

# WHO REALLY CREATED CCSS?

- ▶ America's Choice – <http://www.americaschoice.org>
  - ▶ Senior Fellows Phil Daro (MATH) and Sally Hampton (ELA)
  - ▶ Really Pearson Publishing – One of the largest providers of services and materials to help low performing schools raise their performance through professional development, technical assistance and high quality materials.
- ▶ Student Achievement Partners – <http://achievethecore.org>
  - ▶ Founders - Jason Zimba (MATH) and David Coleman (ELA) [now with College Board]
  - ▶ Non-profit with goal to promote CCSS
  - ▶ \$18MM Grant from GE Foundation

# WHO REALLY CREATED CCSS?

- ▶ ACT, Inc. – <http://www.act.org>
  - ▶ Sara Clough (MATH and ELA), Ken Mullen (MATH), Sharri Miller (Math and ELA), Jim Patterson (ELA), Nina Metzner (ELA)
  - ▶ One of the largest college testing and test preparation services
- ▶ The College Board – <http://www.collegeboard.org>
  - ▶ Robin O’Callaghan (MATH), Andrew Schwartz (MATH), Natasha Vasavada (MATH and ELA), Joel Harris (ELA), Beth Hart (ELA)
  - ▶ One of the largest college testing and test preparation services (SAT)

# WHO REALLY CREATED CCSS?

- ▶ Achieve, Inc. - <http://www.achieve.org>
  - ▶ Kaye Forgione (MATH), Laura McGiffert Slover (MATH and ELA), Douglas Sovde (MATH), John Kraman (ELA), Sue Pimental (ELA)
  - ▶ P-20 Data Systems Consulting, Student and Teacher Assessment Tools, Data and Accountability Systems with strong alignment to policies in postsecondary and economic development sectors

# WHO REALLY, REALLY CREATED CCSS?

- ▶ Ideas have a genesis in the National Center for Education and the Economy
  - ▶ Founded in 1985 as the Carnegie Forum on Education and the Economy
  - ▶ 1990 – Issued *America's Choice: high skills or low wages!*
  - ▶ 1990 – 2000 – Almost entire agenda enacted into legislation and signed into law by the President
    - ▶ School-to-Work Act
    - ▶ National Skills Standards Board
    - ▶ Workforce Investment Act
  - ▶ Founded New Standards Collaborative
    - ▶ Standardized Testing Regimen
    - ▶ Many leaders here went on to serve on CCSS!

# WHO REALLY, REALLY, REALLY CREATED CCSS?

- ▶ Bill & Melinda Gates Foundation
  - ▶ \$35MM Sprinkled about to push CCSS
  - ▶ \$10MM to PTA to promote CCSS to parents
- ▶ Big Business – GE Foundation, State Farm Insurance, Boeing, IBM, Prudential Foundation
- ▶ Federal Government
  - ▶ Education Department \$30MM in “competitive” assessment consortia grants
  - ▶ Stimulus and Race To The Top (RTT) Money tied to adoption of CCSS
  - ▶ Waivers for No Child Left Behind tied to adoption of CCSS
- ▶ United Nations
  - ▶ UNESCO “Education for All” program involves the same ideas and the same people
  - ▶ Bill Gates Also funds a Microsoft/Unesco Partnership
  - ▶ The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments identifies the goals for what became Common Core
    - ▶ Speaks directly to the Agenda 21 educational ideals of collectivism, social justice, environmental justice, and sustainable development
  - ▶ Look in Chapter 36 of Agenda 21 to find Public Awareness, Training, and Education



# HUMAN CAPITAL DEVELOPMENT DATA SYSTEM

- ▶ Titled “Framework for a Multistate Human Capital Development Data System,” this paper outlines the population tracking of people in America. Here’s a few salient quotes.
  - ▶ The rise of a globalized knowledge economy requires us to understand the distribution of skills and abilities in our population.
  - ▶ This “human capital development data system” **must be developed to answer “master” policy questions that benefit each of the principal state stakeholders – the K-12 education system, the postsecondary system, and labor/workforce development system** – both for accountability purposes and to inform improvements in policy and practice.
  - ▶ A more effective data system for accountability and policy and practice improvements could provide answers to such questions. **Integrated** to enable large-scale longitudinal analyses **to support state educational and workforce development policy, student or individual unit-record data, linked together across K-12 education, postsecondary education, and the workforce, comprise what we call a human capital development data system (HCDDS).** An HCDDS should be able capable of:
    - **Tracking the stock** and flow of the skills and abilities (represented by education and training) of various populations within a given state.
    - **Examining the gaps in educational attainment** between population groups, based on demography and socio-economic status.
    - **Incorporating information from multiple states,** given the mobility of the U.S. population and the fact that many population centers are located on state boundaries.
- ▶ **We are all cattle now.**

# WHO DID NOT CREATE CCSS?

- ▶ Parents
- ▶ Classroom Teachers
- ▶ Local School Districts
- ▶ State Legislators
- ▶ State Governors
- ▶ State Education Chiefs

NGA and CCSSO are non-governmental organizations holding the copyright on CCSS. Control over standards is in the hands of unelected, unaccountable “experts” often with their own priorities.

# WHAT DO CCSS MEAN TO TAX PAYERS, SCHOOL DISTRICTS, AND STATES?

- ▶ Current state adopted textbooks will not align with CCSS approved textbooks - \$\$\$
- ▶ CCSS will require extensive professional development of school administrators and teaching staff - \$\$\$
- ▶ CCSS will require longitudinal databases to be purchased and operated by states - \$\$\$
- ▶ CCSS will require large investments in technology for doing standardized testing at the local level - \$\$\$
- ▶ Local School districts will be responsible for the bulk of this cost
- ▶ States will pick up the rest

# WHAT DOES CCSS MEAN TO TEACHERS?

- ▶ CCSS has embedded pedagogy or “how to teach” information that mandates exactly what and how teachers should teach
- ▶ Assessments will ensure that teachers follow the embedded pedagogy to the letter or they will suffer consequences
- ▶ Performance of students on CCSS standardized tests will impact merit pay and promotions for teachers
- ▶ Teachers will not be able to individualize curriculum to students
- ▶ Teachers will not be able to be creative in how they deliver lessons
- ▶ Teachers and Students seen as peers
- ▶ Education now more about filling a bucket than lighting a fire

# WHAT DOES CCSS MEAN FOR STUDENTS?

- ▶ More time spent taking standardized tests
- ▶ More time preparing for standardized tests
- ▶ Less time spent in creative endeavors like Music, Art, Creative Writing, etc.
- ▶ Less one-on-one time with teachers
- ▶ Students and Teachers are seen more as peers
- ▶ Constructivism and Deconstructionism
- ▶ Students will not start with Algebra until 9<sup>th</sup> grade and it will be near impossible to do Calculus before graduating high school.
- ▶ Students will not be exposed to the great works of literature and more emphasis will be placed on factual material
- ▶ CCSS admits it prepares students for technical school, NOT college

# DECONSTRUCTIONISM

- ▶ Common Core training exercises tell teachers “to read Lincoln’s Gettysburg Address without emotion and without providing any historical context.
- ▶ Common Core reduces all ‘texts’ to one level: the Gettysburg Address to the EPA’s Recommended Levels of Insulation.
- ▶ Another exercise devised by Common Core promoters features the Gettysburg Address as a word cloud. Yes, a word cloud. Teachers use the jumble of letters, devoid of historical context and truths, to help students chart, decode and “deconstruct” Lincoln’s speech.



# ROOTS OF DECONSTRUCTIONISM



- ▶ Faddish leftwing school of thought popularized by French philosopher Jacques Derrida in the 1970s.
- ▶ “It is based on the proposition that the apparently real world is in fact a vast social construct and that the way to knowledge lies in taking apart in one’s mind this thing society has built. Taken to its logical conclusion, it supposes that there is at the end of the day no actual reality, just a series of appearances stitched together by social constructs into what we all agree to call reality.”



# IMPLICATIONS OF DECONSTRUCTIONISM

- ▶ Literature and history are all about competing ideological narratives.
- ▶ One story or “text” is no better than another.
- ▶ Common Core’s literature-lite literacy standards are aimed not at increasing “college readiness” or raising academic expectations.
- ▶ Instead, they help pave the way for more creeping political indoctrination under the guise of increasing access to “information”
- ▶ 50% of Literature requirements have been replaced with non-fiction articles in CCSS.
- ▶ Students will lose a sense of national and cultural heritage that is acquired through a systematic reading of classical literature and historical texts.

# CONSTRUCTIVISM

- ▶ Knowledge is Socially Constructed
  - ▶ Democratic Approach to Knowledge and Morals
  - ▶ Moral Relativism
- ▶ When knowledge is “constructed” it is better retained
  - ▶ Can be true, but also means tremendous loss of foundational knowledge
- ▶ Heavy on Group Work
  - ▶ Emphasizing Collective Effort of students who come up with “strategies” to approach problems
  - ▶ Deemphasizes the individual and the “right” answer
- ▶ Process more important than the result
  - ▶ Wrong answer, but lots of cooperation and work get a good score

# ROOTS OF CONSTRUCTIVISM

## ▶ John Dewey

- ▶ “Children who know how to think for themselves spoil the harmony of the collective society which is coming, where everyone is interdependent.”
- ▶ “You can’t make socialists out of individualists.”



# ROOTS OF CONSTRUCTIVISM

- ▶ Chester M Pierce
  - ▶ Harvard Professor of Education and Psychiatry
  - ▶ *“Every child in America entering school at the age of five is insane because he comes to school with certain allegiances to our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. **It’s up to you as teachers to make all these sick children well – by creating the international child of the future.**”*



# ROOTS OF CONSTRUCTIONISM



## ► Benjamin Bloom

- Psychologist and Educator Famous for his Hierarchy of Learning
- "... a student attains 'higher order thinking' when he no longer believes in right or wrong. A large-part of what we call good teaching is a teacher's ability to obtain affective objectives by challenging the student's fixed beliefs... a large part of what we call teaching is that the teacher should be able to use education to reorganize a child's thoughts, attitudes, and feelings."

# ROOTS OF CONSTRUCTIVISM

## ▶ John Goodlad

- ▶ “Most youth still hold the same values of their parents... if we do not alter this pattern, if we don't resocialize, our system will decay.”
- ▶ “Public education has served as a check on the power of parents, and this is another powerful reason for maintaining it.”
- ▶ Disciple of Dewey
- ▶ Father of Constructivism





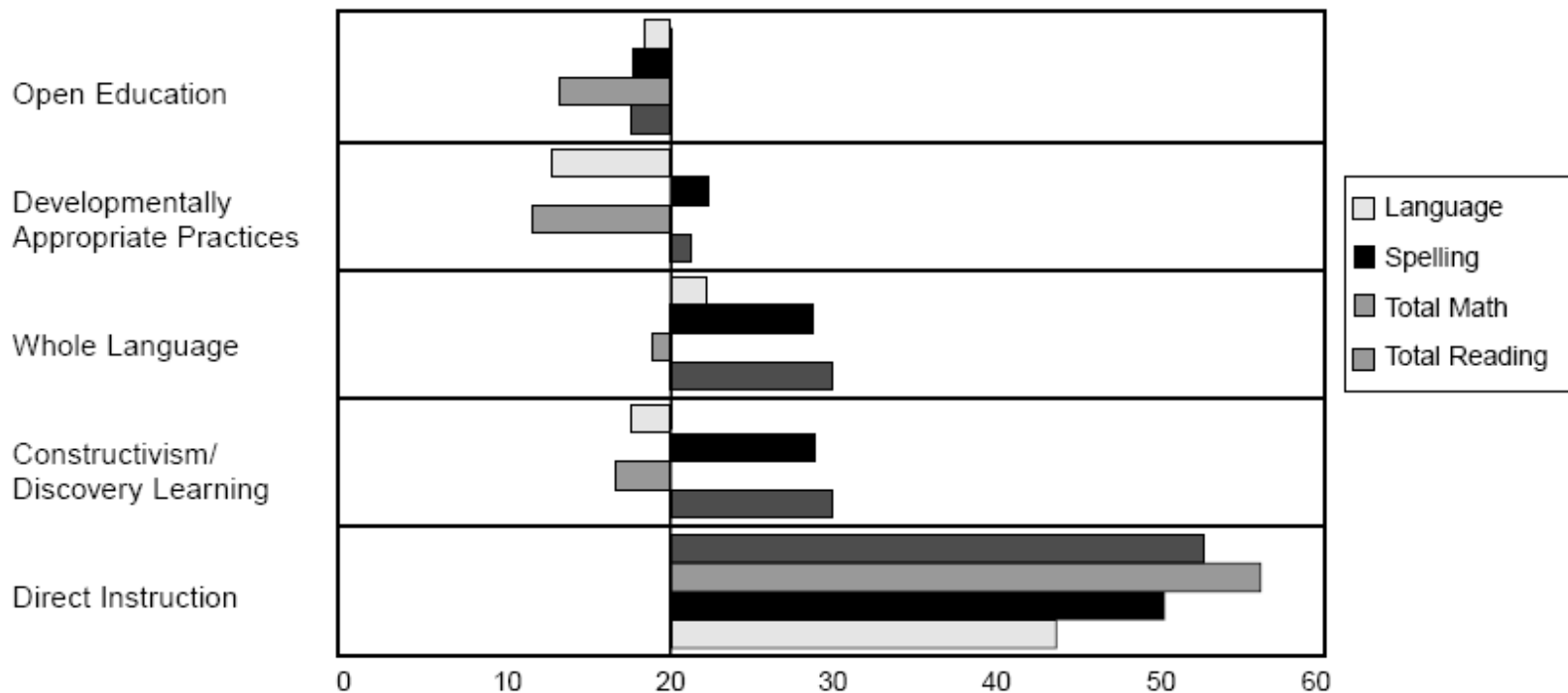
# CONSTRUCTIVISM: DOES IT WORK?

- ▶ Project Follow-Through

- ▶ Was the largest education study ever performed
- ▶ \$1 billion spent tracking about 170,000 students over decades to determine which educational model was most effective.

# CONSTRUCTIVISM: THE RESULTS

**Metropolitan Achievement Test Percentile Scores for the Five Models**





# HAS CCSS BEEN FIELD TESTED?

- ▶ NO!

- ▶ February 28<sup>th</sup>, 2013 – Jason Zimba (CCSSI Board) says: “...with so many states now working toward the same goals, there should be an opportunity to gather more research data than we’ve been able to in the past. The assessment consortia can also greatly enlarge our knowledge base about what does and doesn’t matter for postsecondary success. So in the best view of this, **I think we’re taking the first halting steps** toward a functioning feedback loop with student achievement at the center.”

- ▶ I thought it was “Internationally Benchmarked”

- ▶ Some standards were based on UN’s International Baccalaureate program, but NO international benchmarking!

# WHO WINS WITH CCSS?

- ▶ Those developing technology for use with CCSS
  - ▶ Longitudinal Database Systems
  - ▶ Touchpad Test Taking Devices
- ▶ Textbook Publishers
- ▶ Professional Development Training for Administrators and Teachers
- ▶ Testing Companies
- ▶ Big Business
  - ▶ *The players behind Common Core are large corporations aiming to massively grow profits by getting all students on the exact same new learning schedule. You could rename this Corporate Core.*
- ▶ Big Government
  - ▶ Cradle to Grave Tracking of Students
  - ▶ End of Federalism and Local Control – Rise of Regionalization/Nationalization

# STUDENT TRACKING

- ▶ DOE Report says feds want to use schools to catalogue “attributes, dispositions, social skills, attitudes and intrapersonal resources – independent of intellectual ability”
- ▶ Wants to use “data mining” techniques
- ▶ Expand academic records to include a comprehensive personal record including
  - ▶ Health Care History
  - ▶ Disciplinary Record
  - ▶ Family Income Range
  - ▶ Family Voting Status
  - ▶ Religious Affiliation
- ▶ States must share information with Federal Government under Stimulus Agreement

# STUDENT TRACKING

## ▶ DOE RECOMMENDS TRACKING OF:

- ▶ Recognizing Bias in Sources
- ▶ Flexibility
- ▶ Cultural Awareness and Competence
- ▶ Appreciation for Diversity
- ▶ Collaboration, Teamwork, Cooperation
- ▶ Empathy
- ▶ Perspective Taking, Trust, Service Orientation
- ▶ Social Influence With Others

# PRIVACY

- ▶ Family Educational Rights and Privacy Act has been amended so that this highly personal psychological and biological information (also includes fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting samples) must be made available to testing agencies at the “student level”
  - ▶ NOT through anonymized, random ID’s but by identifiable student information
  - ▶ Any local, state, or federal agency may designate ANY individual or organization as an “educational representative” who can access such data as long as the agency says this access is necessary.
  - ▶ A lawsuit on this is pending

# REGIONALIZATION

- ▶ Read Stanley Kurtz's "Spreading the Wealth"
  - ▶ National Curriculum is Part of an Effort to Replace Local Government with Regional boards that would disburse local tax dollars equally among school districts
    - ▶ Standardized Students
    - ▶ Standardized Classrooms
    - ▶ Standardized School Districts
    - ▶ No more incentive to move to "good suburbs"
  - ▶ Mike Kruglik is Obama's organizing mentor
    - ▶ Gamaliel Foundation
    - ▶ Ties to Arne Duncan, Linda Darling-Hamond, and William Ayers
      - ▶ All have a role in CCSS
      - ▶ Still fleshing this out

# WHAT PEOPLE ARE SAYING ABOUT CCSS

- ▶ Common Core could **highly impact a parent's control of their child's education** and really **cripple the role of local school districts**. One technique in education we have yet to use, having tried all others, is freedom. - *Congressman Rob Bishop*
- ▶ Common core is too common for Utah. **We do not need regulations from outside of Utah directing our local education efforts**. It is imperative that we maintain state supremacy and control of our most important resource – the children of Utah. - *Utah Senator Margaret Dayton*
- ▶ Common core has been hijacked by Obama's Dept of Education **robbing Utah of its sovereign right to control education**. - *Utah Senator Mark B. Madsen*

# WHAT PEOPLE ARE SAYING ABOUT COMMON CORE

- ▶ The **wisest move all states could make** to ensure that students learn to read, understand, and use the English language appropriately before they graduate from high school is first to **abandon Common Core's "standards"**. -*Dr. Sandra Stotsky, Former Asst Superintendent of MA, Current Professor at Univ. of AR*
- ▶ The proposed Common Core standard is similar in earlier grades but has **significantly lower expectations with respect to algebra and geometry** than the published standards of other countries. -*Dr. Jonathan Goodman, a professor of mathematics at the Courant Institute at New York University*
- ▶ **[A state] shouldn't relinquish control to a consensus of states any more than the federal government.** -*SC Gov. Nikki Haley on why their state is leaving Common Core*



# WHY REPUBLICANS LIKE CCSS

- ▶ They want to make sure they get their money's worth
  - ▶ Standardized testing will make sure that only the teachers that get measurable results will be promoted and rewarded
  - ▶ Business will get the workers it needs for the future

# WHY PROGRESSIVES LIKE CCSS

- ▶ Social Justice Component
  - ▶ Standardized = Fair
- ▶ Centrally Controlled by Extra-Governmental “Experts”
- ▶ Indoctrination
  - ▶ Constructivism promotes Collective Solutions
  - ▶ Propaganda easier to infiltrate the “Fact” based reading in ELA requirements
- ▶ Promotes Regionalism (Soviets) at expense of Constitutional / Federal solutions

# WORD PLAY

- ▶ Common
  - ▶ Can mean “shared” as in “we have COMMON interests”
  - ▶ But really means “base or everyday” as in “Lowest COMMON denominator”
- ▶ Core
  - ▶ Can mean “important or imperative”
  - ▶ But really means “mandated”
- ▶ State
  - ▶ Can mean one of the 50 united states
  - ▶ But really means State as in STATIST or Central or Federal
- ▶ Standard
  - ▶ Can mean something to aspire to as in “Let us raise a standard to which the wise and honest can repair...”
  - ▶ But really means standard as in “one size fits all” or “standard issue” or “Regulation”
- ▶ Lowest Mandated Central Regulation

# CCSS IN WISCONSIN

- ▶ Adopted by **Tony Evers** for Math and English in Wisconsin on June 2, 2010.
- ▶ *“Wisconsin is ready to make the Common Core State Standards its academic standards for curriculum instruction and assessment. These standards are aligned with college and career expectations, will ensure academic consistency throughout the state and across other states that adopt them, and have been benchmarked against international standards from high-performing countries.”*
- ▶ **SMARTER** – Electronic Testing System to be used in 2014-15 school year
- ▶ GED’s Based on CCSS January 1, 2014

# CCSS IN WISCONSIN

- ▶ WI EC LDS Project – Early Childhood Longitudinal Data System
  - ▶ Key policy questions to be answered by the EC LDS.
  - ▶ **Options for assigning a unique ID to children, providers and programs.**
  - ▶ Identification of essential common data elements and strategies for developing common data strategies.
  - ▶ **Identification of short-term (low-cost, high return) opportunities for data linkages.**
  - ▶ **Identification of long-term data sharing architecture and strategies.**
  - ▶ Strategies for addressing existing data gaps.
  - ▶ Strategies for data governance and usage.
  - ▶ Strategies for data quality assurance.
  - ▶ Strategies for privacy protection and security practices and policies.
  - ▶ Strategies for engaging state and local stakeholders (including the ECAC, policymakers, researchers, service providers and parents) in system building and sustainability efforts.
  - ▶ Identification of additional funding sources for building and maintaining the system.

# CCSS IN WISCONSIN

- ▶ And here is the application for Wisconsin's No-Child-Left Behind Waiver: <http://dpi.wi.gov/files/esea/pdf/waiver-final.pdf>
- ▶ The entire document provides for the state to comply with Common Core, follow a "sustainable development curriculum" and "align" itself with national and international standards. But particularly egregious is this statement from page 42 (by way of PDF, or page 35 as labeled in the document) which seems to indicate that DPI will ultimately control the voucher schools:
- ▶ *"To address these issues, the Accountability Design Team developed a statewide accountability framework that specifically includes all state schools, including traditional public schools and charter schools, regardless of Title funding, as well as private schools participating in Parental Choice Programs (PCP). All schools receiving state funds will be part of the state accountability and support system. DPI will use this opportunity to not only include all schools, but also to increase accountability through the implementation of aggressive policies designed to address persistently low-achieving schools in the state."*

# WHAT CAN BE DONE?

- ▶ Elect a DPI director that is against CCSS
- ▶ Pass legislation against CCSS
- ▶ School Boards can attempt to promote / reward teachers on other than assessments of teaching compliance and standardized test scores
- ▶ Parents can try to opt out of standardized testing
- ▶ Students can write “I will not comply” on the top of standardized tests and refuse to take them (Bartleby Project)