



Common Core Standards: Ten Colossal Errors



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

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

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

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

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

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

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

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

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

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

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

By Anthony Cody on November 16, 2013 6:18 AM

<http://blogs.edweek.org/teachers/living-in-dialogue/>

Other links:

<https://deutsch29.wordpress.com/2014/04/23/those-24-common-core-2009-work-group-members/>

http://pioneerinstitute.org/wp-content/uploads/Common-Core-Fact-Sheet_new.pdf

<http://www.statejournal.com/story/26393059/sandra-stotsky-common-core-gets-things-backward>

<http://dianeravitch.net/2013/04/07/is-inbloom-engaged-in-identity-theft/>

<http://dianeravitch.net/2013/10/20/robert-d-shepherd-on-inbloom/>

<http://www.politico.com/story/2014/05/data-mining-your-children-106676.html>

<http://jonathanpelto.com/2015/01/06/beware-coming-common-core-testing-disaster/>

<http://curmudgucation.blogspot.com/2014/07/pearson-set-cut-scores-for-nys.html>

<http://dianeravitch.net/2014/07/31/how-pearsons-common-core-tests-are-designed-to-fail-your-children/>

Hand out provided by the WA BATs.

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

Why we oppose Common Core and believe the Washington State Democrats should pass a resolution to abandon CCSS

The standards were promoted by wealthy private interests without any research as to their validity or efficacy. They were copyrighted and adopting states are not allowed to change anything. This was a top-down approach done largely behind closed doors. Most states adopted the standards in response to the lure of federal funding. Funds that should have gone to schools in need instead were used as a carrot to entice states to accept the CCSS. This circumvented the US Constitution's 10th Amendment prohibition against the federal government imposing their demands on state education policy. The Gates Foundation paid three trade associations (National Governors Association, Council of Chief State School Officers and Achieve Inc.) to create these standards and these associations have no public accountability.

No current K-12 teachers were involved in the drafting of the standards. No high school English or math teachers, English professors, scientists, engineers, parents, state legislators, early childhood educators, or state & local school boards were represented at the creation of these standards. So we have standards imposed on states in need of dollars, circumventing the democratic process, and written in secrecy.

These standards were written chiefly by people with assessment writing backgrounds, so it appears as if they have been developed to largely benefit the testing companies. Acceptance of these standards gave control of school standards, curriculum, & testing from local school boards to unaccountable corporate interests. These interests stand to profit substantially due to the cost of implementation, new materials to teach the standards & the technology required for the online testing aligned to CCSS.

The Washington State Constitution calls for our elected state legislature, elected Superintendent of Public Instruction, and elected school boards to control our schools. Why are we letting unknown unaccountable entities dictate our school decisions?

In a time when Washington State is insufficiently funding K-12 Basic Education, these standards will cost millions of dollars in tests, new technology, new curricula and teacher training. These unfunded mandates will only benefit the creators of the standards, the testing companies, the textbook companies (both largely Pearson, a Britain based company) and technology companies as school districts struggle to find money for their implementation.

Experts say that the standards are developmentally inappropriate for the lower grades which can only lead to students feeling frustrated & unsuccessful, all because we are expecting them to do more than they are developmentally ready to do. These standards treat all students as if they have equal abilities that all students learn in the same way, at the same time. This ignores decades of research on human cognitive development. And the standards focus on only quantifiable skills while ignoring intellectual, emotional & social development all necessary for a well rounded human being in a democratic society.

The extensive testing associated with the standards will require a substantial reduction in important instruction as teachers will be required to "teach to the test" and students will spend hours in front of computers to take the tests. In states that have given Common Core aligned tests, proficiency rates have dropped significantly. These tests are designed to promote failure rather than success.

In NY State approximately 70% of all students have failed to meet proficiency in Common Core tests. If Washington State uses these SBAC/CC tests to determine who will receive a high school diploma, many thousands of students will not graduate. Additionally, in Washington State the number of students receiving GEDs has plummeted since the CC aligned GED test has been in use.

The idea that these were designed for "teacher development" is belied by the exclusion of current classroom teachers during their creation, especially elementary & special education teachers, & teachers of English Language Learners. These standards appear to be written to impose something onto teachers rather than developed along with them to the improvement of public education.

Finally, the requirement by the Department of Education (again to get the RTTT dollars) to submit sensitive data on students and families violates family privacy rights through FERPA. Many people do not know that they are data mining through these tests and the Department of Education is not getting permission from parents to access their child's personal information.

In summation, these standards are a bad idea for Washington State schools, Washington State students and Washington State teachers. Some states have already withdrawn from CCSS and we encourage Washington State Democrats to

pledge to do the same.