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Kristine A. Gilmore, Ed.D.
Superintendent

MISSION STATEMENT
D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

Superintendent Kristine Gilmore Testimony on SB 619

Public Hearing – Madison, WI – Thursday, March 6, 2014

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My name is Kristine Gilmore- I started my career as a teacher and I have been at D.C. Everest the past 17 years in the role of assistant principal/athletic director, elementary principal, middle school principal and now superintendent for 11 years.

D.C. Everest is a district made up of 11 municipalities in central Wisconsin and serves around 6000 wonderful students. Early in my career at D.C. Everest approximately 10 percent of our students qualified for free and reduced lunch and that number is now 35 per cent. Our community has become much more culturally rich and diverse with nearly 20 percent minority students, most being English Language Learners. We have a great school board and community focused on making sure all kids leave our school district college and career ready. Proudly, I am also the mother of 6th, 9th and 12th graders at D.C. Everest.

I would like to thank you for the opportunity to share my thoughts and concerns. By nature, I am not a political person. As superintendent, I try to see people as individuals and not sides of an aisle. I have tried to understand viewpoints, especially when different than my own. I have also prided myself in building consensus between all of the stakeholders in my community so that we can do the very best things for our students.

But today I have decided I cannot sit quietly…I must express my concern about SB 619. If don't speak up for our children as an educator and child advocate, who can or will?

Recently when visiting one of our elementary schools and talking to the principal in the hallway, a little girl around the age of 6 ran up, hugged my leg, and exclaimed, "I am so happy to see you." I replied "I am happy to see you too!" The principal asked how I knew her as she skipped away. I replied, "I don't."

You see, our children do not know about this debate on the common core. What they care about it is what happens in their classroom each day and for most of them it is a wonderful experience. During the past three years, D.C. Everest teachers and administrators have worked diligently to write curriculum

and lesson plans around the more rigorous common core standards. They have spent invaluable hours working in professional learning communities; collaborating about best teaching practices and student learning; creating intervention strategies; and using data to make decisions about how we can close the achievement gap of our neediest children while raising the level of rigor for all students. The common core standards have helped us to achieve these practices. Our students are seeing success and positive results.

As a district we have worked hard to make sure we are accountable for every child. We have shown this through our report cards, test scores, ACT scores, AP and transcripted credit courses and our positive relationships with local businesses. This work has been challenging, time consuming, resource driven, exhausting, and worth every minute. We are doing more to make sure our kids are reading, writing, thinking and problem solving at a higher level, leading to students who are career and college ready more than ever before. The Common Core is not perfect, no standards are. But if you were to force us to start over, it will be bad for our kids, our teachers and our community.

This bill creates a high level of uncertainty and anxiety for our schools, teachers, and students. It leads to questions such as:

- Will the standards potentially change every election?
- Will our limited resources be spent on a process that is more about politics than children?
- Do I tell teachers their hard work and expertise is not valuable?
- Or how will we adequately assess student progress when we are unsure of the target?

It is my job to make sure that the little girl I talked about today has a teacher whose number one focus is on her daily needs and learning success. Please don't hamper our ability to do what we need for all boys and girls. The most valuable thing we can do is have our teachers engaged with our children each day. This is a "big people" issue. I ask that you don't let it become a "little person" problem. Please remove the politics from the standards. Allow school boards, administrators, and teachers the latitude to do their job to meet the needs of all of our children. We are on the right course – please let us continue to move forward.

Thank you for your time.

Pewaukee School District
Opening the door to each child's future.

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March 6, 2014

Dear Education Committee Members:

Thank you for the opportunity to speak to you today. I am Dr. JoAnn Sternke. Since 2001 I have been blessed to serve as the Superintendent of Schools in the Pewaukee School District. It is a job I love in a community I love. I stand before you today with a deep commitment to our mission of opening the door to each child's future. Because of this, I am here today asking you to oppose SB619 regarding creation of a Model Academic Standards Board. This bill is bad for our children and bad for the future of our state. This legislation would dramatically change the way educational standards are developed in Wisconsin and repeal the currently adopted Math and English Language Arts standards that are working in my own school community and in Wisconsin. It would also allow legislators to impact the development of future standards in other curricular areas. In light of this dramatic proposition you are considering, I hope you will consider some questions I raised at the last hearing on this topic:

1) ***Why repeal what works?*** The current standards in place are rigorous, clear and specific. They offer a road map for teachers at each grade level, a vast improvement to Wisconsin's previous model. They raise the bar and prompt students to think more critically and solve more complex problems while still focusing on content knowledge. But what I respect even more is that they are not a curriculum; they still leave great flexibility about how we follow that road map at the local level. In my 30+ years in education I can say with confidence these are the best standards I have worked with. I appreciate their clarity, focus on high expectations, and their flexibility.

2) ***Why pull the rug out when we have evidence these standards are working?*** We have embedded the math and English Language Arts standards in our own local curriculum since 2010. I can say with assuredness that they are working in Pewaukee. We measure college- and career-readiness extensively. Since we incorporated the standards into our curriculum, we have seen the largest jump in our ACT scores over a three year period, with scores rising 1.2 points in the last 3 years, from a composite score of 23.1 to 24.3. This increase is twice as high as any three year improvement in the past fifteen years. We also see student achievement increasing at the elementary level. Instead of citing data, I will offer a brief anecdote. Last week I was reading "The Little Engine That Could" to a group of second graders and unprompted at the completion of the story a student raised her hand and said that the main topic of the story was about perseverance...and she went on to explain what perseverance is and how it was demonstrated in this text. Perseverance? Main topic? She was, as the standards say, "integrating knowledge and ideas" at an incredibly high level. These words from a second grader gave me pause. These standards are working. Please listen to us who have boots on the ground and are using these standards. Students are performing at higher levels since we incorporated the Common Core State Standards. We have evidence to prove it.

3) ***Why "scrap" the Common Core?*** Some legislators say we should scrap the Common Core. To be honest, I find that word "scrap" so affronting -- as if our valuable resources of time, money and people are something that can just be thrown to a scrap heap. I truly don't think you understand what an investment we have made in implementing these standards. Our terrific teachers are dedicated to helping students learn and deserve good tools & processes from us to do the good work they so want to do. Our teachers have invested greatly in the implementation of the Common Core State Standards – using valuable professional development time to align our curriculum and in learning improved & powerful instructional strategies to teach these more rigorous standards. Truthfully, I don't know how to explain to our taxpayers that we will start this process all over and spend millions of dollars if we "scrap" what we have worked so hard to implement. I can't in good

conscience look my community members in the eye and say this is a wise use of their taxpayer dollars when we see evidence that the standards are working in our community. Why spend millions of dollars to create new standards that we have no assuredness will be better – especially when what we have is working and resources are so precious? And I worry if this is really a wise at a time to scrap and start over when the stakes are so high with a new testing system and Educator Effectiveness connecting to standards implementation?

4) ***Why do we believe "we can do better"? Do we really want "Wisconsin-specific standards" when our world is becoming more global?*** Writing standards is hard work. When I look at the unrealistic timelines that are proposed for re-development of new English Language Arts and math standards in this legislation, I question if legislators truly understand the complexity of the task at hand. If I understand correctly, you propose one year to draft new math and Language Arts standards? One year? Please do not have this work be done by legislative appointees; please leave it to content experts. I must also add that I appreciate that the current standards are created from a broader perspective. We want to prepare students for *their* futures. I value that the current standards were not created in isolation but reflect international benchmarks.

5) ***Do we really want our children's education to be negatively impacted by legislative micromanagement or changing political whim?*** We follow a strategic planning process in Pewaukee that focuses our work and prevents us from initiative whipsaw, chaotically moving from one initiative to another. And yet this whipsaw is what I fear may happen if SB619 is passed. There is no doubt SB619 will politicize the process of identifying what our students need to be college- and career-ready. Respectfully, I can only say that in the last five years as I have seen legislators increasingly insert themselves into education policy in our state, I have seen many questionable decisions that have not benefitted children or their learning. Increased partisan politics and the influence of special interest groups have not made things better. I fear what will happen if the determination of what students need to learn become something subject to the views of the legislative party that is in power. The education of our kids should be solid as bedrock, and this would create an ever-changing landscape of uncertainty. This uncertainty won't help us at the local level and it certainly isn't good for kids.

6) ***Why not listen to the business community?*** At the hearing I attended on this topic a few months ago, I listened to many so called "experts" with no connection to Wisconsin yet highly affiliated with special interest groups state their opinion on this topic. Please balance the many voices you are listening to as you make this decision and listen to those of us in our state who care deeply about our children. To be blunt, we have huge skin in the game – please listen to us. Please listen to those of us who have a proven track record of serving students and taxpayers well. Please also listen to business and industry leaders who are depending on you for an educated workforce. Please listen to the many business leaders who have registered their opposition to this legislation, organizations such as the Wisconsin Manufacturers & Commerce, Metropolitan Milwaukee Association of Commerce. A local firm in my community, GE, has endorsed the CCSS. The GE Foundation said so eloquently, "Simply put, the CCSS will prepare our students for college and career and make our workforce globally competitive." Isn't that what we all want?

To close, our community – our very future as a state and nation – depends on great public education. Most importantly, parents, our business community and the citizens we represent expect that we will prepare students for college and careers. Our students deserve the best. Our children, our business community and the economic future of our state depend upon your action. Please do not support SB619.

Thank you for your service.

Yours in education,

Dr. JoAnn Sternke
Superintendent of the Pewaukee Public Schools

Superintendent Aaron Sadoff Testimony on SB 619

Public Hearing – Madison, WI – Thursday, March 6th, 2014

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Thank you for the opportunity to share my thoughts and beliefs today about not only SB 619, but also on the past three years of unbelievable change, growth, improvement and strain in public education. I have been fortunate to be an educator since 1997, serving as a middle and high school teacher in Manitowoc and Fond du Lac as well as an administrator in North Fond du Lac. For the past 5 years I have served as superintendent of the School District of North Fond du Lac seeing the world of education switch from labor to work relations, embrace higher accountability for students, educators, schools and districts, as well as finally adopt and work to implement with fidelity some great skill expectations that raise the bar for all students to be more prepared for career and college. And now we are on the brink of implementing a statewide, on-line, adaptive assessment that will assess to specific standards helping us better measure achievement and growth! The Common Core State Standards are at the heart of this transformation.

Today I want to share three things with you that will help explain my understanding, as well as many of my colleagues understanding of SB 619 and the future of education. These topics are:

- the new importance of cupcakes
- plumbers and electricians
- and finally a lesson I learned from my dad.

Yesterday I was fortunate to visit our Family and Consumer Education classroom and talk with our culinary arts teacher Jill. She is an amazing educator who I believe will help us become a premier culinary arts program not only in the state but nation. As we were talking about her students and an upcoming competition, I shared with her the great opportunity I had today to testifying about the powerful new math and language arts standards that we are implementing (aka Common Core). She immediately said, "Since the common core, making a cup cake is math and language arts, before it was just baking." She went on to explain that for the first time in her career she feels that she can support our students in the important skills of math and language arts because she knows the expectations of skills (standards) that are expected from her students at his or her grade level. The Common Core articulates specific skills at different levels that she, as well as physical education, art, music, social studies, science, business, and all other educators can support through each of their unique and engaging content areas! No longer is math taught only in math, no longer are English teachers the only ones that teach reading and communication. Because of the Common Core and the implementation that we have been doing across this great state for the last 3 years a cup cake is now about math, a cup cake is now about communication and presentation, a cup cake is a vehicle to get our students to acquire and master skills necessary to be career and college ready. It is no longer just a baked good!

Second, as I review SB 619 and reflect on the hearings I have attended and participated on the Common Core State Standards, both in May of 2013 in Madison and this past October in Fond du Lac and today. I realize I have not been to or heard of hearings that are being held on electrical standards, plumbing standards, construction standards, health regulations, automobile standards, bridge building standards, etc. The

Governor's Association commissioned a group of professionals to develop more rigorous and relevant math and language arts standards to help the United States of American leap forward in its expectations of all children, to prepare them better to compete in a new world economy and a significantly changed career and job force. The standards were developed, vetted and adopted. **THEY ARE SKILLS, not curriculum. They are the "what" of education, not the how!** They are cognitively measured, educationally developmentally appropriate and a great base line. Now because of these standards, and the assessments (Smarter Balanced and ACT assessments) that you, the legislature, has funded that will measure how we are doing helping students achieve and grow – our state is finally on a track to have our Report Card and other tools begin to have reliability and validity AND no matter where in this great state a family moves – parents can be assured that their child will not miss-out on important math and language skills. The Common Core State Standards were developed by a group of professionals, not politicians – much like our current electrical and plumbing standards! I guarantee none of you, unless you were engineers or master plumbers or electricians would feel comfortable with developing and reviewing the standards for wiring a house, or the standards for waste water treatment or standards for bridge construction – you would leave that to the professionally trained personnel that understand those processes – please allow education to be treated the same.

Finally, I would like to tell you a story (one many of you probably encountered in your life) about my dad, Richard Sadoff. He passed away 13 years ago, but lives with me every day. He was big in to restoring old cars and building things. He had a "gear-head" gene that missed me. Whenever he had time, he was in the garage working, street-rodding a 1936 Chevy Pick-up, restoring a 1920's Model-T, customizing a 1946 Dodge cab-over, building a trailer, restoring pedal cars, you name it, he built and fixed it. He knew cars, antiques and how to build like no one I ever knew. Everyday when I went to see him in the garage, I would ask how I could help. At first he would give me things to do, but found out quickly, I made more work for him than I helped. Finally, one day when I asked how I could help, he said, "if you really want to help me, please stay out of my way!" He said it in a caring and meaningful way, he said that if he needed help, he would ask (which he did periodically and I became a great garage helper – supporting him)!

Today I ask all of you the same thing, please stop trying to help. You have passed many bills to change how our schools and educators are evaluated, you have passed legislation to eliminate collective bargaining as it was known, you have balanced the state budget with great sacrifice from the public sector employees, you have funded new and important assessments, Smarter Balanced and ACT, you have decided that it is good to use public taxpayer dollars to fund private schools that are not held accountable for results. You have done many things to help and some things that have and still are causing significant strife, and now, as my dad would say, and on behalf of the students, educators, support staff, and my colleagues here today; please stop trying to help and start supporting public education! We do not need more laws, more government, more committees - we need support and resources. We all want to improve and we all want to serve our students better! Thank you for your time and listening today.

Wisconsin Family Action
Strengthening & Preserving Marriage, Family, Life & Liberty

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Testimony in Support of Senate Bill 619
Senate Committee on Education
Julaine K. Appling, WFA President
March 6, 2014

Thank you, Chairman Olsen and committee members, for the opportunity to testify today in support of Senate Bill 619. I am Julaine Appling, president of Wisconsin Family Action, an organization dedicated to strengthening, preserving and promoting marriage, family, life and liberty in The Badger state. Helping to ensure that parents have strong educational options and opportunities to be involved in the policies impacting the schools their children attend is extremely important to us.

We want to thank Senator Vukmir for introducing this bill that addresses some issues important to education and academic standards in our state.

It is reasonable and appropriate to assume that all of us want the students in Wisconsin's public schools to receive the best education possible and expect them to meet high standards in knowledge and skills. That's what we are here to discuss today. However, I submit that we can have the very best standards anyone can create, and we can have excellent teachers in our schools and we will still likely be disappointed in our rate of success. Fundamentally, we are dealing with a problem that is beyond the ability of standards and educators to fix and that is the breakdown of the family unit. As more and more students come from broken or dysfunctional homes, we will find it increasingly difficult to move these students to acceptable, let alone exceptional, academic performance. If state government is really interested in improving the academic performance and readiness of students, then at some point it must address the family model so many of our state policies champion.

That said, we find this particular bill to be a good step in establishing a clear process by which state academic standards are developed and adopted in Wisconsin. Heretofore, we have had no established process, at least not at the legislative level. Whatever process we have had has resided exclusively within the Department of Public Instruction.

To summarize, the positives we see in this bill are as follows:

1. It establishes a clear process for the development and adoption of state academic standards.
2. It ensures more involvement by Wisconsin stake holders.
3. It involves more than DPI in the appointment of people to the advisory board.
3. It brings the process more into the light of day.
4. It requires opportunity for public input on the adoption of state academic standards by requiring three public hearings at various steps in the process and before different
5. It requires an appropriate measure of legislative oversight.
6. It ensures school districts retain discretion in curriculum choices and adoption.
7. It establishes a systematic review of and potential revision of state academic standards.
8. It ensures new model academic standards in English, reading and langage arts and mathematics are proposed per the process within one year of the bill's enactment..
9. It emphasizes that all interested parties should be able to clearly discern that the standards are setting high standards.
10. It retains local control in that it makes no change to the current law that clearly does not require any school district to adopt the model academic standards.

Also, we are pleased that this bill addresses both of the concerns we have with and recommendations we made regarding AB 617.

We do have one concern with SB 619 and that involves the literacy standards that Dr. Evers and DPI unilaterally adopted for all of Wisconsin. These literacy standards for English and math are incorporated in the academic standards, but DPI also has adopted "Standards for Literacy in History/Social Studies, Science, and Technical Subjects which fall under the Common Core State Standards umbrella. I believe the author, co-sponsors and this committee should look at potentially amending this bill to include these standards in the review, development and adoption process proscribed in this legislation.

Thank you for your time. I am happy to answer questions.

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We want to thank Senator Vukmir for introducing this bill that addresses some issues important to education and academic standards in our state.

It is reasonable and appropriate to assume that all of us want the students in Wisconsin's public schools to receive the best education possible and expect them to meet high standards in knowledge and skills. That's what we are here to discuss today. However, I submit that we can have the very best standards anyone can create, and we can have excellent teachers in our schools and we will still likely be disappointed in our rate of success. Fundamentally, we are dealing with a problem that is beyond the ability of standards and educators to fix and that is the breakdown of the family unit. As more and more students come from broken or dysfunctional homes, we will find it increasingly difficult to move these students to acceptable, let alone exceptional, academic performance. If state government is really interested in improving the academic performance and readiness of students, then at some point it must address strengthening families in a variety of ways.

That said, we find this particular bill to be a good step in establishing a clear process by which state academic standards are developed and adopted in Wisconsin. Heretofore, we have had no established process, at least not at the legislative level. Whatever process we have had has resided exclusively within the Department of Public Instruction.

To summarize, the positives we see in this bill are as follows:

1. It establishes a clear process for the development and adoption of state academic standards.
2. It ensures more involvement by Wisconsin stakeholders.
3. It involves more than DPI in the appointment of people to the advisory board.
4. It brings the process more into the light of day.
5. It requires opportunity for public input on the adoption of state academic standards by requiring three public hearings at various steps in the process and before different bodies.
6. It requires an appropriate measure of legislative oversight.
7. It ensures school districts retain discretion in curriculum choices and adoption.
8. It establishes a systematic review of and potential revision of state academic standards.
9. It ensures new model academic standards in English, reading and language arts and mathematics are proposed per the process within one year of the bill's enactment.
10. It emphasizes that all interested parties should be able to clearly discern that the standards are setting high standards.
11. It retains local control in that it makes no change to the current law that clearly does not require any school district to adopt the state model academic standards but does require all school districts to adopt standards.

Also, we are pleased that this bill addresses both of the concerns we have with and recommendations we made regarding AB 617, related to who appoints advisory committee members and the amount of time before the current standards in math and English were reviewed.

We do have one concern with SB 619 and that involves the literacy standards that Dr. Evers and DPI also unilaterally adopted for all of Wisconsin. These literacy standards for English and math are incorporated in the academic standards, but DPI also has adopted "Standards for Literacy in History/Social Studies, Science, and Technical Subjects" which fall under the Common Core State Standards umbrella. I believe the author, co-sponsors and this committee should look at potentially amending this bill to include these standards in the review, development and adoption process proscribed in this legislation.

Thank you for your time. I am happy to answer questions.

March 6, 2014

GREEN BAY AREA
PUBLIC SCHOOL DISTRICT
All learning. All growing.

Thank you for the opportunity to speak. My name is Michelle Langenfeld and I serve as the Superintendent of Schools and Learning in the Green Bay Area Public Schools.

Since the adoption of the Common Core State Standards in 2010, we have invested time, energy and resources developing and implementing curriculum, instruction and measures aligned to the Common Core. We chose to invest, not because of any mandate, but because the Common Core supports our district's mission, ensuring that all students are college, career and community ready inspired to succeed in our diverse community.

More specifically, we chose to invest in the Common Core State Standards for the following reasons:

- The CCSS are much more rigorous than the previous Wisconsin standards.
- The CCSS closely align with the skills our partners in higher education and the business community identify as necessary to ensure college and career readiness.
- The CCSS ensure that a student can move across the state or even the country and expect to have access and receive a high quality education, aligned to college and career readiness standards, regardless of zip code.
- The CCSS provide a clear set of learning targets identifying what is expected of students to know and be able to do. This affords not only teachers and students but also parents, as well as the community, a common language and shared understandings. In doing so, parents and community can more meaningfully engage in the education of ALL children from cradle to career.

Since the adoption of CCSS, we have invested taxpayer dollars as follows:

- $6M – We purchased textbooks, materials, and technology to align with our new curriculum at a price tag of approximately $6 million.
- $540,000 – We provided hundreds of hours of professional development for our teachers, specific to the CCSS at a price tag of $540,000.

The investment of money, staff time, and resources has been quite significant at a total of $311 per student. If this amount per student is consistent across the state, it would mean Wisconsin taxpayers have already spent a total of $270 million for the work to align district curricula to the CCSS.

After considerable investment in preparing for the CCSS, we are now faced with the possibility that the governor and state legislature will decide to replace them with something that has yet to be determined. Changing direction with our state standards at this late date is not a prudent decision nor is it a wise use of taxpayer dollars.

Wisconsin school districts have been exhausting current and adding additional resources so that both students and educators are successful in meeting and exceeding the Common Core State Standards.

Never has it been more important that we support our schools in their commitment to each student to be college, career, and community ready.

Please consider the following:

1. Costs
   - Where will the money come from if CCSS are scrapped?
   - Do taxpayers deserve to re-invest in something that we haven't even had time to implement and measure?
   - Do the students in the state of Wisconsin deserve to go backward?

2. More Rigorous "Wisconsin" Standards
   - What is the replacement?
   - How do we know the current standards are not rigorous enough?
   - How will we know if and when the new standards are better?

We respectfully ask you to please continue our work on the CCSS for the sake of Wisconsin's children and Wisconsin's taxpayers. We recognize that there is always room for improvement. Please give us the time needed to carefully evaluate the implementation and student outcomes. When we do this, it will be much easier to see where improvements could be made. This will also ensure that the investment of time, resources, and millions of dollars already spent by districts across the state will not go to waste. Thank you.

Green Bay Press Gazette – February 24, 2014
Editorial: Scrap Senate bill, not Common Core

A proposal in the state Senate would establish a board to set state academic standards, effectively ending the Common Core.

Adopted four years ago by state Department of Public Instruction Superintendent Tony Evers, the Common Core sets academic standards for public school districts in the state. Wisconsin is one of 45 states that have signed on.

Wisconsin schools are in their second year of teaching a curriculum that meets the rigorous standards for math and reading. Tests are scheduled for fall 2014 to assess the progress. (The science and social studies standards have been put on hold as costs are examined.)

Now some Republican legislators want to undo what has been in place in classrooms the last two years and the very standards the DPI has been using since 2010 to guide its curriculum and education decisions.

The Common Core standards have had their opponents, both in the Legislature and in the classroom, but it would be unwise and premature to scrap them now. It appears that politics, not education, is the driving force

Gov. Scott Walker has supported the Common Core in the past. In 2012 in the governor's Read to Lead Task Force report, Walker wrote how the state adopted the Common Core "in response to the need to improve state standards and create a common set of expectations for children across the country." He called the new standards "more rigorous."

Since then, it appears he has backed off that claim and now backs this current Senate proposal.

Under SB 619, a 15-member Model Academic Standards Board of educators, parents and people with an education background would be created to draft standards. The DPI superintendent would serve on the board as well as four people he or should would appoint; the governor would name six members; the Senate majority and minority leaders would appoint one each; and the Assembly speaker and the minority leader would each appoint one.

If this is truly to be objective and nonpolitical, why does the governor appoint more members than the DPI chief?

Critics of the Common Core cite the loss of local control and the lowering of standards.

First of all, the Common Core wasn't required by the federal government. It wasn't even produced by the federal government. It was developed by a national group of state school officials with leadership from the National Governors Association and the Council of chief State School Officers.

Plus, it sets a baseline for standards. Schools can exceed the standards if they decide. Also, the schools set the curriculum; the Common Core doesn't.

Green Bay School District Superintendent Michelle Langenfeld wrote to legislators that the Common Core "closely aligns with the skills our partners in higher education and the business community identify as necessary to ensure college and career readiness" through a "rigorous and relevant curriculum."

Second, how does the Common Core lower academic standards? By all accounts, the standards are higher. At a hearing on Common Core, West Bend School District Superintendent Ted Nietzke called them "the highest standards I've seen."

Walker has called for "higher and more rigorous" academic standards, without stating what that means. In fact, the standards are more rigorous.

What opponents don't mention is the cost. Schools in Wisconsin have already spent $25 million to adopt the Common Core standards. Langenfeld's letter to legislators says that educators here have put in time, energy and resources in "implementing curriculum, instruction and measures aligned to the Common Core."

If the Common Core were an absolute failure, we'd support changing course. But there's no evidence of that. What we do see is a minority viewpoint that strikes the popular chord of loss of local control, something we haven't seen.

These academic standards haven't even had a time to work, and it would be unwise to scrap them for a more politicized approach in these times of hyper-partisanship.

October 16, 2013

Good afternoon. My name is Brenda Warren, and I am President of the School Board for the Green Bay Area Public Schools.

As soon as the Common Core State Standards (CCSS) were approved three years ago our district went to work, because our teachers and administrators saw the increased rigor and were excited to put them into place. We felt they would help us better prepare all our students to be college, career, and community ready. Our teachers and administrators spent hundreds of hours rewriting curriculum to align with the CCSS and we also created report cards based upon the new standards. We purchased textbooks, materials, and technology to align with our new curriculum at a price tag of approximately $6 million. We also provided hundreds of hours of professional development for our teachers specific to the CCSS at a price tag of $540,000 because we wanted to be sure our teachers were very knowledgeable about the standards and well-prepared to teach using them.

The investment of money, staff time, and resources has been quite significant, at a total of $311 per student. If this amount per student is consistent across the state it would mean Wisconsin taxpayers have already spent a total of $270 million for the work to align district curricula to the CCSS.

After our considerable investment in preparing for the CCSS, we are now faced with the possibility that the governor and state legislature will decide to replace them with something that has yet to be determined. Changing direction with our state standards at this late date is not a prudent decision nor is it a wise use of taxpayer dollars.

The CCSS are much more rigorous than the previous Wisconsin standards. They have required our teachers to explore new and exciting teaching strategies. One of our district's very experienced and superb language arts teachers said to me a year ago after a 2-day in-service on the Common Core State Standards, "Wow, if we do this right, we will have something better than we've ever had before." I respectfully ask you to please let us work under the CCSS, for the sake of the taxpayers and our students. Once we have taught using them for a couple of years, it will be much easier to see where improvements could be made. This will also ensure that the investment of time, resources, and $270 million already spent by districts across the state will not go to waste. Thank you.

October 16, 2013

Good Afternoon,

Thank you for this opportunity to speak. My name is Michelle Langenfeld and I serve as Superintendent in the Green Bay Area Public Schools.

There are many common, well-understood sets of standards that frame and guide work and play. The example that comes to mind is the standards for running a marathon. A marathon runner can go to any state or any country in the world to compete and know what is expected. The standard length for a marathon is 26.2 miles. There is always a starting and a finish line. There is a clearly defined racecourse. In addition, there are always places along the way to measure and record progress.

While there are many standards in a marathon, "the how" to complete the 26.2 mile race is not defined. Marathon runners determine how they prepare and execute during the race. While some might argue that there are best practices, there are no required training regimens or rules regarding "the how." Runners choose everything from the food that they eat before, during and after a race to determining shoes, clothing, race pace and the list goes on.

Similarly, the Common Core does not define "how to teach" to achieve the standards or learning targets. This affords school districts and boards of education significant local control.

In the Green Bay Area Public Schools, we have invested time, energy and resources developing and implementing curriculum, instruction and measures aligned to the Common Core. We chose to invest, not because of a mandate, but because the Common Core supports the district's strategic roadmap focused on ensuring that all students are college, career and community ready inspired to succeed in our diverse community.

Here are some examples of alignment:

First, the Common Core closely aligns with the skills our partners in higher education and the business community identify as necessary to ensure college and career readiness. Through the process of continuous improvement, we use the Common Core learning targets as a baseline, guiding the development and implementation of rigorous and relevant curriculum and instruction that is purposefully designed to increase student achievement while closing the opportunity gap as well as the employability gap.

Second, during the 2012-13 school year, we served 1,081 homeless students through McKinney Vento. With such a highly mobile population, the Common Core ensures that a student can move across the state and expect to access and receive a high quality education, aligned to college and career readiness standards, regardless of zip code.

Third, the 21,000 students and families we serve come from very diverse backgrounds. With 35 different international languages spoken in our homes, language can become a barrier.

Implementing a clear set of learning targets affords parents as well as the community, a common language and shared understanding of what students are expected to know and be able to do. Because of the shared understandings, parents and the community can more meaningfully engage in the education of ALL children from cradle to career.

In closing, I want to thank you for listening and wish to invite you to visit our schools. When you come, you can speak to students and staff and hear first hand how we are using the Common Core learning targets to increase rigor as well as prepare all students for college and careers in the 21st century.

October 16, 2013

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

From: Dr. Nancy Chartier, Green Bay Area Public School District Director of Elementary Teaching and Learning

Re: Common Core Standards Initiative Legislative Hearing Testimony

The Common Core State Standards have provided school districts a framework for learning and heightened accountability that has been drastically over looked in previously adopted standards.

To date I have spent upwards of 6,400 hours analyzing and working collaboratively with teams of educators to interpret the Common Core State Standards. The inquiry based process has allowed both educators and administrators the opportunity to gain a deeper understanding of what students need to know and be able to do in reading and mathematics. Provided with grade level explicit standards infused with college and career knowledge and skills, educators collaboratively developed instructional units of study, created common assessments, and recommend relevant resources. Never before has a greater emphasis been placed on "teaching today for tomorrow".

The Green Bay Area Public School District recognizes the increased rigor and depth of understanding and has identified that all students be actively engaged in the learning process as a district priority. The days of instruction mirroring a teacher lecture as the only source of information and students working in isolation are replaced with individualized guided instruction, focused mini-lessons, and collaborative classrooms. A local level expectation for creating an environment that fosters self-directed learning and provides an opportunity for every child to exceed the identified grade level expectation. Never before has greater emphasis been placed on developing "learners for life".

Although the Common Core Standards do not suggest "how" to teach they have created a sense of urgency for rethinking teaching for understanding. It will take concerted efforts from both higher education and PK-12 education to meet the professional needs of current educators and administrators. The implementation of practices to support educators "real-time" in making strategic instructional decisions and implementing best practices will be imperative to all students graduating college and career ready. Never before has a systemic embedded professional development plan focused on student learning and operational in every school been so critical.

Wisconsin school districts have been exhausting current and adding additional resources so that both students and educators are successful in meeting and exceeding the Common Core State Standards. Never has it been more important that we support our schools in their commitment to each student college, career, and community ready.

October 16, 2013

Good afternoon, and thank you for this opportunity to address you today. My name is Michael Friis, and I am the Director of Teaching and Learning for Secondary Schools in the Green Bay Area Public School District.

The Green Bay Area Public School District operates under the premise and belief that all students can learn. It is our district's mission to ensure that all students graduate college, career, and community ready, inspired to lead in our diverse community. We recognize and embrace accountability measures, as we are responsible to the community that funds us. We refuse, however, to compromise our beliefs about the importance of educating the whole child. It is partly for this reason that we have welcomed the adoption of the Common Core State Standards, as we believe that they support, from a baseline, the sorts of expectations we hold for ourselves and our students. Frankly, it is a matter of equity and social justice that all students be given an opportunity to experience a rigorous, standards-based education.

I do recognize, however, that we are here not to speak about the premise that all students can learn, but about a series of premises related specifically to the Common Core State Standards. Thus, let me address them individually.

Premise 1: Local Control matters in education
The Green Bay Area Public School District accepts this premise. Further we believe that the Common Core State Standards give us the latitude to determine what courses we offer, who we partner with in the community, and the instructional framework we support our teachers using. They give us a common baseline from which we can all work from to build a rigorous curriculum that is standards-based, barrier free, and universally accessible.

Premise 2: College, Career and Community readiness are important aspects of being a prepared graduate
We accept this premise as well. In Green Bay we have wonderful partnerships with community leaders, organizations and businesses. Collectively we work to define what college, career and community readiness looks like. Restricting our definition to the local level would be a bit short sighted however, as the students we serve must be prepared for global competition and a world that we do not yet live in. We believe that the Common Core helps us understand what it takes to be college, career and community ready beyond our locality. In our district, which has significant numbers of students categorized as highly mobile, our adoption of the Common Core guarantees that all students have access to curricular offerings that are grounded in these standards developed across the nation. We believe this helps with the transition into or out of our district for any highly mobile, and potentially most vulnerable, learners that we serve.

Premise 3: Public schools must be accountable both fiscally, and for student learning
We accept this final premise as well. We are accountable to our community for student learning as well as stewardship of tax dollars. We recognized from the get-go that Common Core adoption must be planned strategically and in line with multi-year budgeting. Our analysis of the Common Core was not controversial and we have been able to plan long term to ensure proper implementation.

Thank you for your time today.

Regards,

Michael T. Friis
Director of Teaching and Learning for Secondary Schools
Green Bay Area Public School District
Green Bay, WI

October 16, 2013

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

From: Stephen Miller, Director of Assessment, Green Bay Area Public School District

Re: Common Core State Standards Legislative Hearing Testimony

I want to begin my remarks today by sharing a story about a child named Ryan. Ryan was able to attend Kindergarten and First Grade in District "A". As an example of what Ryan learned in first grade, let's look at Mathematics. In Mathematics, Ryan learned how to add 3 digit numbers. The First grade teacher told Ryan's mother that he is "very good in Mathematics." Ryan's parents divorced as he started Second Grade. Ryan moved with his Mom to a new community where he attended School District "B". Ryan was once again given the opportunity to learn how to add 3 digit numbers. The summer before Ryan entered third grade his mother remarried and he moved again and started his third new school in District "C". In his last school, Ryan did not learn how to multiply 3 digit numbers because that was covered at the beginning of third grade in District "B". For Ryan, being expected to divide 3 digit numbers was now beyond his knowledge and capabilities. Since Ryan is in the third grade he is taking the State assessment. Ryan was categorized as minimally proficient on that state assessment.

We have to wonder how many Ryans are out there. In first grade Ryan was on track in Mathematics, yet by third grade Ryan is minimally proficient.

What could be done to ensure that District A, B, and C are all playing from the "same sheet of music"? How should we conduct our educational system to ensure all students have the same opportunities regardless of the movement between Districts?

Fifteen years ago, Wisconsin adopted the Model Academic Standards, covering grades 4, 8, and 12. Wisconsin school districts, left to fill in the interim standards on their own, developed and implemented interim grade standards and assessments. This fractured approach created the circumstance that we examined in Ryan's case.

In 2010 Wisconsin adopted the Common Core State Standards. The Common Core State Standards provide a solid learning progression at each grade level and provide an unprecedented opportunity to collaborate with other educators across the state and the nation to ensure that all students are prepared to graduate college, career and community ready. Students that move between districts in Wisconsin have the opportunity to remain on-track and ready for their post-secondary dreams.

Today, we find ourselves three years into our Common Core implementation. Districts have been preparing students to meet these standards. The alignment of the standards to a Spring testing schedule will allow us to know what a child has learned at each grade level.

To quote Mike McCarthy, "The train has left the station." We have moved past 15 year old standards that create gaps between Districts and jeopardize the quality of education for students in Wisconsin. Let's not hold the students of our state back by derailing the train this far down the line. Let's do the right thing for students like Ryan. Let's keep Wisconsin moving forward, preparing all students to graduate college, career and community ready.

Wisconsin Legislature: Academic Standards Review

November 18, 2013

TO: Dr. Michelle Langenfeld

From: Andrea Landwehr, Executive Director of Teaching and Learning

Re: Common Core State Standards Legislative Review

GREEN BAY AREA
PUBLIC SCHOOL DISTRICT
All learning. All growing.

1. 1997 Adoption of Department of Public Instruction's Model Standards:

Background

From 1997-2009, the Green Bay Area Public School's Curriculum Department led focused efforts on designing grade level benchmark standards in grades 4K-11 that aligned to the Wisconsin Model Standards for grades 4, 8 and 12 in the areas of English Language Arts, Math, Science, and Social Studies. Copies of second, sixth and tenth grade benchmark standards are attached for your review in the four core areas.

In 2006, curriculum teams began the process of writing curriculum using the researched based framework, ***Understanding by Design***, as a curriculum planning framework to unwrap the essential grade level skills and strategies, develop assessments, adopt content specific resources and plan for meaningful learning in the classroom. Curriculum teams used Eclipse, an internet based curriculum management system to organize curriculum and make it accessible to teachers.

Professional learning on both the Model State Standards and the district benchmark standards was designed by each curriculum team at the completion of the writing for each curricular area and provided to the appropriate teachers.

2. Adoption of the Common Core State Standards:

Timeline and Process

The Green Bay Area public schools adopted the Common Core State Standards in the spring of 2010. The following is a timeline of curriculum alignment and implementation:

English Language Arts

2010-2011

Throughout the 2010-2011 school year, curriculum for current elementary and secondary ELA courses was reviewed to determine alignment with the Common Core State Standards (CCSS).

Grade K-6 teams were organized and provided with professional learning to begin the writing of the curriculum and selection of resources to align with the CCSS. This began with professional learning on the understanding of a "standards-based" versus a "standards-referenced" curriculum.

Curriculum teams worked in partnership with CESA 7 to provide additional support in the understanding of the CCSS by unwrapping the standards and learning more about the specific skills, strategies and proficiency outcomes at the end of each grade level or grade band.

Teams of content teachers at the secondary level were formed to look at the 6-12 Literacy Standards for History, Social Studies, Science and the Technical Areas. The goal was to support teacher understanding of the role they play in teaching students to read, write and think as historians, scientists, etc.

2011-2012

The formal process of writing curriculum aligned with the CCSS began this year for all K-6 ELA writing teams. Essential questions, assessments, a progression of learning and grade specific units of study were developed by all teams. Mentor texts for whole group instruction, along with text sets at various instructional levels for small group instruction, were selected as resources to support the learning of the new standards.

Grades 7 and 8 ELA teams began the process of deepening their understanding of the CCSS and aligning their curriculum work with expected grade level outcomes.

2012-2013

K-8 curriculum teams continued their work on writing curriculum, designing assessments, developing a pacing guide, a learning progression and writing units of study that included additional resources to support the learning of the CCSS. Professional learning was also provided for all teachers to ensure that they understood the implications the CCSS had on teaching and learning in the classroom.

Grades 9-10 began their work with aligning ELA 9 and ELA 10 with the CCSS. An additional shift was made to learning about an instructional framework for all ELA classrooms that allowed opportunities for small collaborative group learning at a student's instructional level.

2013-3014

Grades K-8 began implementation of the new curriculum aligned with the CCSS in the fall of 2013.

Grades 9-10 are continuing their work on designing new curriculum and selecting resources that align with the CCSS.

Grades 11-12 have begun the work of unwrapping standards and designing curriculum to align coursework for both ELA 11 and grade 11-12 ELA electives to the CCSS.

Math

2010-2011

Throughout the 2010-2011 school year, K-5 curriculum teams began work to unwrap the Common Core State Standards for Math. Resources were evaluated and the adoption of ***Math Expressions*** was approved as a resource to support teaching and learning in the classroom.

Teachers were provided with professional learning on the CCSS and the new resource in June of 2011.

2011-2012

K-5 teachers began implementation of the new curriculum using the adopted resource to design lessons aligned with CCSS. Additionally, professional learning was provided for teachers through math content leaders at a building level. The professional learning was on the Mathematical Practice Standards and grade level skills, strategies and proficiency outcomes outlined in the CCSS.

2012-2013

Grade K-5 continued their work on providing professional learning through math content leaders on deepening their understanding of the CCSS and implications to teaching and learning in the classroom.

Grades 6-9 began work on unwrapping the CCSS for grades 6-8 and Algebra 1. The Essential questions, common assessments and learning progressions were designed. Mathematical Practice Standards were examined and embedded throughout the learning progressions. Professional learning for grades 6-9 included an inquiry-based instructional framework.

Curriculum teams began the work of aligning Geometry to the CCSS in the spring and continued their work over the summer.

2013-2014

Curriculum teams have begun the work of aligning the curriculum for Geometry to the CCSS. Additionally, all grade 6-12 teams are in the process of piloting resources to make an informed decision on which resources should be adopted to best support the teaching and learning of the CCSS in the classroom.

Curriculum teams will begin the work of aligning Algebra 2 to the CCSS in the spring of 2014.

Augmentation of the Standards:

Curriculum writing teams have focused on developing a scope and sequence, pacing guide, and lesson progressions at each grade level to guide the teaching and learning in the classroom. Common assessments and units of study have been developed in the area of ELA and math. Exemplar learning plans have been written to guide teacher decision-making focused on best instructional practices.

Impact on District Initiatives:

Staffing

Since the adoption of the ELA and math CCSS, six additional elementary literacy coaches have been hired to ensure that teachers are supported at all elementary schools. In addition, full-time literacy coaches have been hired in grades 6-8 and part-time in grades 9-12 to support the implementation and job embedded professional learning in the ELA classrooms.

Elementary math content leaders and secondary math coaches have been hired to support the implementation of math CCSS in K-12 classrooms throughout the district.

Professional Learning

The CCSS has made our district rethink the way we provide professional learning to our teachers. To sustain the deep learning that needs to take place, quality learning needs to happen within the context of a job-embedded, gradual release of responsibility model. The one-size-fits-all model of the past will not support the various needs of teachers. An apprenticeship approach to professional learning, allows for teachers to engage in meaningful colleague conversations within the shared context of the classroom.

RtI-Response to Intervention

Quality, rigorous universal curriculum is the foundation for increased student achievement. When students are not responding to the universal curriculum, we need to provide a tiered

approach to additional opportunities for learning. The CCSS provides us with a K-12 continuum of learning that supports an understanding of the gaps a student may have in learning and provide direction for intervention.

New Rigor

The Teaching & Learning Department, in collaboration with district literacy and math leaders, believe that the adoption of the Common Core State Standards has provided our district with an opportunity to increase the expectation of rigorous learning in our classrooms. Just adopting the standards is not at the heart of increasing the rigor of learning. It is the collaborative learning, focused on a deep understanding of the standards, which has a direct impact on shaping a teacher's practice in the classroom and providing children with an environment for rich and rigorous learning. Additionally, the CCSS has provided us with the opportunity to design standards based curriculum versus standards referenced curriculum. This will support the creation of formative and summative assessments that measure expected outcomes at the end of each grade level.

The CCSS has provided us with a shared context and focused attempt to support all teachers in the understanding of grade level outcomes, the need for both common formative and summative assessments and a national networking system to support our district initiatives around teaching and learning.

3. Common Core State Standards Cost Incurred:

As soon as the Common Core State Standards (CCSS) were approved three years ago our district went to work, because our teachers and administrators saw the increased rigor and were excited to put them into place. We felt they would help us better prepare all our students to be college, career, and community ready. Our teachers and administrators spent hundreds of hours rewriting curriculum to align with the CCSS and we also created report cards based upon the new standards. We purchased textbooks, materials, and technology to align with our new curriculum at a price tag of approximately $6 million. We also provided hundreds of hours of professional development for our teachers specific to the CCSS at a price tag of $540,000 because we wanted to be sure our teachers were very knowledgeable about the standards and well-prepared to teach using them.

The investment of money, staff time, and resources has been quite significant, at a total of $311 per student. If this amount per student is consistent across the state, it would mean Wisconsin taxpayers have already spent a total of $270 million for the work to align district curricula to the CCSS.

4. Curriculum Renewal Cycles:

It is the Teaching and Learning Department's belief that curriculum needs to be in a continuous renewal phase. Due to the advancement of technology and global communications, we know that our societal needs are rapidly changing. As a result, characteristics of a proficient graduate are continuously being revised. Having a formal review cycle, with a process to reflect on the changing needs of our workforce, will support an education system that remains progressive and intuitive to the demands of a changing society.

We support a state initiative focused on a curriculum renewal cycle that includes formal review of academic standards every 5 to 7 years. This aligns with district past practices for curriculum revisions. In addition, we believe that we need to support a curriculum process where teachers at the building level are continuously reflecting upon their student needs and creating content specific units of study and learning plans designed to meet those needs. We need to support a district structure that promotes the design of Professional Learning Communities where a culture of learning is nurtured. We need to provide principals and teachers collaborative time with colleagues to go deeper with their own understanding of the critical teaching and learning that needs to take place in our schools and most importantly, individual practice in the classroom.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Senate Committee on Education
March 6, 2014

Testimony of Deputy State Superintendent Dr. Mike Thompson and Assistant State Superintendent Dr. Sheila Briggs on 2013 Senate Bill 619

I want to thank Chairman Olsen and members of the committee for the opportunity to testify before you today in opposition to Senate Bill 619 (SB 619). My name is Mike Thompson and I am the Deputy State Superintendent at the Department of Public Instruction (DPI) and with me today is Sheila Briggs, Assistant State Superintendent for the Division of Academic Excellence, which oversees academic standards in most of the 23 subject areas in which we have state standards. While Sheila will go into detail about the significant problems and challenges with the bill, I'd like to open with some overarching comments about this legislation.

Quite simply, SB 619 is bad for kids. Instead of working together on how we can ensure all of our kids are prepared to succeed after high school, this bill creates uncertainty for our students, parents, and educators about what students should know and be able to do at each grade. It puts the state on track to repeal the Common Core State Standards in English Language Arts and Mathematics by early next year just as parents and educators are preparing students for new state tests. It creates ambiguity and uncertainty about how we will assess student progress on what could be constantly changing standards.

This bill pulls the rug out from under students, schools, and communities. It sets the stage to throw out the hard work our schools, our educators, our parents, and our kids have done over the past four years working to implement the Common Core. This includes thousands of hours in staff time and professional development programs, millions of dollars spent by districts to provide professional development and training for educators, millions of dollars spent to adopt and implement the Common Core aligned assessments, not to mention the millions of new dollars that will have to be spent to procure, develop, pilot, test, and review new assessments tied to any new standards the legislative committee decides to establish.

Wisconsin educators overwhelmingly support the Common Core. The Common Core provide a framework for educators and parents to better gauge student progress. They are a vast improvement over Wisconsin's previous model academic standards, and educators across the state are already seeing positive changes in our schools as a result. You will hear today, as the Select Committees on the Common Core heard before, testimony after testimony from schools about how they are already seeing improved student outcomes as a result of this work, and how they do not support changing course.

This bill politicizes something that should be apolitical – what all kids in our state should know and be able to do when they graduate from high school. The proposed Standards Board and the legislative process for standards adoption are partisan political processes that, at the end of the day, put politicians in the legislature in charge of writing academic content standards.

DPI has always supported a process of standards review and revision and has a process in place that balances the needs of the field, the capacity of our schools, and new advances in content area research. SB 619 does not improve this process. Instead it creates significant legal, technical, and implementation issues that will render the standards approval process more opaque, politicized, and convoluted. Moreover, it will create a morass in terms of its effects on education requirements in statute and its effect on almost all the work districts and the state are doing in education.

Let's be clear about the elephant in the room. There is no doubt that this bill is intended to repeal the Common Core State Standards. Otherwise, why create a board to ensure that those calling for new Wisconsin standards have the majority? Why send the standards – which are not administrative rules – to the Joint Committee for the Review of Administrative Rules (JCRAR), whose co-chair, and author of this bill, has publicly called for the repeal of the Common Core? Would anything less than full replacement of the Common Core satisfy those who are opposed?

Abandoning the Common Core now abandons the nearly four years of work that students, parents, educators, and others have put into reaching these higher, more rigorous standards that better prepare students for college and career. Abandoning the Common Core would upend educator effectiveness systems, standards in other subject areas, school and district report cards, the countless hours of work done by higher education to align their educator preparation program curriculum, district and state staff development efforts to implement the standards, and the curriculum and materials districts are using.

Abandoning the Common Core would require the development of new tests. This comes on the heels of the Legislature and Governor explicitly requiring the Department to develop exams aligned to the Common Core as part of 2011 Act 20, the 2011-13 budget bill, and providing $12 million in funding just eight months ago as part of the 2013-15 biennial budget to fund the state's Common Core aligned assessments – Smarter Balanced and the ACT. Is it any wonder why our educators are frustrated and outright confused by the mixed messages being sent?

Simply put, SB 619 is not about what's best for our kids, and not about what's best for our state.

I'd now like to turn things over to Sheila Briggs, who will provide additional context about the significant legal, technical, and implementation issues presented by the bill.

Wisconsin's existing standards review process has been in place for nearly 20 years and has been used with creating and revising 23 different sets of student standards. Whether or not you agree with the process that we have used, SB 619 creates a much less rigorous process, and one that puts legislators in the position to write academic standards.

First, SB 619 creates a Model Academic Standards Board that is not required to have any expertise or knowledge in model academic standards. The bill creates a board of 13 individuals appointed in a partisan way to determine standards in all core content areas in our public schools. Yet, there is no assurance in this bill that the Board members have any knowledge, background, or expertise in the area of standards, standards writing, or standards vetting.

The makeup of the Board itself raises questions. For instance:

- There is only one professor of higher education. Which subject is that person supposed to know? Should a math professor be weighing in on the validity of the social studies standards? Who is weighing in on whether the standards are "college ready"?
- There are no representatives from the business community. Who is weighing in on whether the standards are "career ready"?
- There is no specific representation for students with disabilities, English Language Learners, gifted and talented students, and other unique populations? Do the authors intend for the standards to be vetted by these groups?
- There are two representatives from private voucher schools – a parent and a teacher. As a result, voucher schools have more representation than higher education, business, and school boards. Why do private schools have such an outsized voice?
- There is no representation from middle schools – why is that?

The bill intentionally minimizes the role of the State Superintendent, the constitutionally elected officer charged with overseeing education in Wisconsin, in the Model Academic Standards Board. The bill very clearly stacks the deck so that the Governor and Legislature have more appointments than the State Superintendent, requires the Governor to appoint a co-chair, and gives more authority to the Governor's co-chair than to the State Superintendent. We object to a process that removes the constitutional officer vested with overseeing education from leading the effort to develop academic standards.

SB 619 places the responsibility for writing standards with subject-specific subcommittees, yet these subcommittees lack the needed depth and breadth of expertise to write standards under the bill. The subcommittees charged with writing the actual standards are limited to seven voting members, and there is no requirement under the bill that they have any actual expertise in the content area or in developing academic standards. The bill permits, but does not require, the appointment of an additional four nonvoting members who have subject matter expertise. However, even if the Board chooses to appoint four additional members with subject matter expertise, a majority of subcommittee members drafting the model standards are not required by the bill to even be familiar with the academic subject.

This proposal runs in stark contrast to how standards are developed now, a process which places the power of determining content in the hands of many, rather than an appointed few.

Ultimately, when we begin a standards review process, we work to bring all necessary expertise to the table. We engage numerous experts in the field for which standards are written, and rely on very different expert communities for each set of standards. For example, in the area of

English, the Department seeks input from experts in writing composition, American and British literature, reading acquisition, debate and rhetoric, grammar and usage, etc. We select those with expertise in the content of these discrete aspects of English, as well as those with expertise in teaching those aspects to all students, including special education students, English language learners, and gifted and talented students, in urban, rural, and suburban settings. It is important to have all of these perspectives at the table.

DPI also regularly joins with other states, learns from other states, and looks at resources within and outside of the country to ensure that what we develop in Wisconsin is drawing from the premier experts in the field—within and outside of Wisconsin. We owe it to our children to search out the best research, the smartest minds, and learn from others that are exceeding our results. That is exactly what we did when we made the collective decision in Wisconsin to join with other states in creating and ultimately adopting the Common Core.

The legislative intent regarding the use of out-of-state resources and experts in developing standards is unclear. On the one hand, DPI has been criticized for working with other states to develop the Common Core State Standards because we should be developing standards just for Wisconsin. However, it has also been suggested that certain out-of-state voices who oppose the Common Core should serve as non-voting experts on the subcommittees established by the bill. So, which is it?

Furthermore, the writing teams for standards are selected by experts from the field in collaboration with DPI. Writing teams have historically been between 15 and 25 people and the timeline for completion of their work has been 18 months to two years. This bill provides for a very small group of individuals who are appointed in a partisan manner, with no way for anyone, much less DPI, to ensure that all of the required expertise is at the table.

SB 619 does not require academic standards to prepare children to graduate college and career ready. The Common Core were developed with the expressed purpose of raising expectations for all children and ensuring that children who reach these higher standards graduate from high school ready to succeed in college and careers. That's why they have broad support from higher education in Wisconsin and around the country, college entrance organizations like the ACT and the College Board, and business leaders and organizations in Wisconsin and around the country such as the Wisconsin Manufacturers and Commerce, the U.S. Chamber of Commerce, and the Business Roundtable.

Nowhere in SB 619 are Wisconsin's academic standards required to be "college and career ready" as deemed by Wisconsin Institutions for Higher Education, nor does it require any alignment with the needs of the workforce as stated by our business leaders. It only requires that the standards do not prescribe curricula to school boards, and that the standards establish "high expectations" for the knowledge and skills our kids must attain and master. This is a huge step backwards for our state, and for our kids.

In addition, because there is no requirement for the standards to be college and career ready, and there is no process built into the bill to validate the standards with Wisconsin's higher education community, SB 619 directly jeopardizes Wisconsin's federal ESEA waiver. Our ESEA waiver, which was approved two full years after we adopted Common Core, requires us to have college and career ready standards. If we abandon the Common Core but want to maintain our waiver, the state would need a consortium of Wisconsin Institutions for Higher Education to validate those standards as being rigorous enough to ensure that students who are proficient in the standards would not need remedial coursework. With the timelines proposed in the bill, it would be impossible to meet this requirement.

SB 619 makes it impossible for the DPI to follow the law due to its treatment of assessments under the bill. Section 3 of the bill states that the examinations adopted or approved to measure pupil attainment of knowledge and concepts in English, reading, and language arts; mathematics; science; and social studies shall be aligned with the standards adopted under the provisions of the bill. We agree tests should align with standards. However, if the Common Core are repealed, any test aligned with them would likely be unusable. The ACT tests for high school that we proposed and you approved in the budget start next year, and are aligned to the Common Core. We might not be able to use them. Do you want to reverse course just eight months after funding them? The Smarter Balanced Assessments, which go live next school year, would be unusable. Our assessments would be outdated and unusable before they even go live.

The bill makes this provision effective immediately upon the adoption of new standards. We interpret this to mean that it would be illegal for us to administer assessments that did not align with whatever new standards are created. Since the bill does not build in the necessary time to procure, develop, and pilot a new assessment, the bill would result in no state test for years.

It takes anywhere from two to five years to get a new test ready to be implemented depending on if we are buying something off the shelf or creating it from scratch. Presumably, since the new standards that are envisioned by the authors would be unique to Wisconsin, we couldn't use a shelf test, and we'd have to procure a new test from scratch. The cost of this will be millions, and it will take years.

Without a test we will be unable to develop school report cards, implement our state and federal accountability systems that are based largely on test scores, implement educator effectiveness systems using student test scores, and we will be in violation of federal law which requires states to annually assess all children in the state in ELA and mathematics in grades three through eight and once in high school.

Under SB 619, many districts may not have fully implemented a set of standards in the classroom before a revision process would start again. A state-level standards examination and drafting process typically takes up to two years to complete. After the state-level work is completed, school districts have always had several years to implement new standards before state-level assessments would begin measuring student achievement based on the new standards. This allows districts time to learn the new standards, to examine existing curriculum and instruction, to draft new curriculum, and purchase new materials. Under the bill, some

standards, such as mathematics, would begin a revision process before there is even state-level assessment data to support and justify any proposed revisions. As a result, the bill would require the development of new standards just as our students are starting to be tested on the old ones – a move that has the potential to overwhelm our students and staff in school districts. Additionally, the average review cycle for standards in school districts is every 7-10 years, not every 6 just for these very reasons.

Further, the bill politicizes standards setting and, at the end of the day, establishes an entirely new legislative process where politicians in the legislature could write the standards. As Legislative Council attorneys have noted, this bill could lead to legislators writing and debating standards on the floor of the legislature.

What's also unusual is that the bill creates a new process where the standards are submitted to JCRAR, even though they are not rules. Similar to a rules process, if there is an objection, JCRAR must still draft and introduce a bill as it would under the normal process. However, the content of the bill must be the model academic standards proposed by the politically stacked board, and the bill is prohibited from being sent to the Education Committees. Instead, it must go straight to the floor where it will be debated and may be amended.

Finally, this bill would put off science and social studies revisions for another year even though many are calling for those standards to be revised. The state urgently needs to begin a standard revision process for science and social studies. Those should be the priority areas we are working on first. Revision of science standards has been a topic of state and national discussion by leaders of business and industry, particularly those invested in STEM fields. Repeating the work on ELA and mathematics standards while we defer needed work on science standards is simply not in the best interests of our kids.

The Department of Public Instruction and school districts across Wisconsin have been working tirelessly since 2007 to develop, review, adopt, and implement the college and career-ready standards that we have now. Although the department keeps hearing that this bill is in response to the voices across Wisconsin saying that they want the Common Core repealed, it seems that this bill is ignoring the voices of the Common Core supporters across the state.

We heard from superintendents, principals, curriculum directors, school board members, professors of math, professors of English, and professors of educator preparation, as well as the leaders of our institutions of higher education. In fact, we received a petition signed by 77 Wisconsin professors of science, math and engineering expressing their full support for the Common Core. We heard from business leaders and the military and we have heard from parents. We heard from teachers, including the Teachers of the Year Council. We heard from our content area professional associations including the Wisconsin State Reading Association, the Wisconsin Council of Teachers of English, the Wisconsin Math Council, the Wisconsin Reading Coalition, the Wisconsin School Psychologists Association and the Wisconsin Society of Science Teachers. We heard from the business community like WMC, MMAC, the

U.S. Chamber of Commerce, and the Business Roundtable that includes Wisconsin businesses like GE and Johnson Controls. We've also heard overwhelmingly from editorial boards across the state that this is the wrong move.

We've heard that not only are the Common Core State Standards right for Wisconsin, but that they are already making positive change in our schools. Why would we want to stop that? We cannot sincerely say that we support local control of our schools, and then ignore the local educators that are telling us that they support the Common Core.

A high quality education for every child that prepares them for success in today's economy is our shared mutual goal. We must continue to ensure that all content areas have world class standards that prepare students for college and the world of work. SB 619, however, doesn't get us there.

At this time we would be happy to answer any questions you may have.

In opposition to SB 619

John Hendricks
Interstate Compact for the Education for Military Children

Thank you for giving me a few minutes to express my concern about legislative efforts to move away from the Common Core Standards in Wisconsin.

I am the district administrator for the Sparta Area School District, but I am not coming to you as a Wisconsin superintendent. I know that today you are hearing from deeply concerned school leaders who are much more eloquent than I.

Instead, I come to you as a member of the Wisconsin Council for the Interstate Compact for the Education of Military Children. This organization was created by the legislature in 2010 in recognition of the unique educational challenges that face military families, much of which is due to their mobility. Appointed by the state superintendent, I agreed to serve on this council because I share your concern. Military families sacrifice a lot on our behalf. They should not have to worry about the effect of their service and their mobility on the education of their children.

The Sparta Area School District experiences that mobility. In an average year, 350 to 400 students move into our district and almost the same number leave our district. If each were unique individuals (and we know that there is some cross-over), that would represent almost a quarter of our student population annually.

Here is another way to look at this: Our current sophomore class has 176 students. 78 of these students started their schooling elsewhere - some from other districts in Wisconsin, but many from other states. Previously, when most states utilized their own unique set of educational standards, many of these students experienced gaps in their knowledge and skills because of differences in these standards and variations in the sequencing of standards.

Although not all of Sparta's new enrollments and exits are militarily connected, my district has one of the highest populations of children of military families in Wisconsin, due to our proximity to Fort McCoy.

I support the Common Core and the quality that it represents for several reasons. Currently, a third grade student who moves with their family from Ft. Lewis in Washington State can be assured that we have the same high expectations for what she should know and be able to do in math because we adhere to the Common Core. An eighth grade student who moves with their family from Ft. Irwin in California can be assured that we have the same high expectations for language arts, because we adhere to the Common Core.

Kayla is a senior at Sparta High School. Prior to coming to Sparta, she attended schools in Germany, Missouri, Texas and two different districts in Virginia. Kayla moved twice in Virginia due to her mother being deployed to Iraq. Kayla relayed to me that it would have helped for each school to teach the same thing.

Connor, a sophomore at Sparta High School has moved five times so far in his academic career. In additional to Sparta, he has lived in Tomah, Illinois, and two districts in Minnesota. Connor's parents are hoping to avoid having to move in high school so that he may complete all four years in Sparta. They are concerned that Connor may not receive the same level of education somewhere else.

Kayla and Connor are two examples of the 1.8 million children of active military parents in the United States today.

We revere our soldiers and in many ways we express our appreciation for their service. They deserve every bit of support that we can give them. In Wisconsin, the Common Core State Standards are an important way that we support our military families. Removing that consistent, quality set of common core standards will hurt these children and add to the challenges facing military families in Wisconsin and elsewhere.

March 4, 2014

Dear Senator Vukmir,

Thank you for the opportunity to address the topic of 2013 Senate Bill 619 related to Model Academic Standards and the Model Academic Standards Board. While I support the concepts raised within the proposed bill, I want to bring portions of the bill to your attention that I recommend for revisions/clarifications. Specifically, I will provide reference to the portions that I believe will negatively impact our students and our taxpayers.

Revisiting English/Language Arts and Math (within one year of the adoption of SB 619)

2013 Senate Bill 619 states:

MODEL ACADEMIC STANDARDS

The 2013-15 biennial budget act (2013 Wisconsin Act 20) prohibits the Department of Public Instruction (DPI) from taking any further action to implement the common core standards (educational standards developed for kindergarten to grade 12 by the Common Core State Standards Initiative) and from directing school districts to implement further standards until certain conditions have been satisfied.

Act 20 provides that any common core standard adopted and implemented by DPI before July 1, 2013, remains in effect and requires DPI to adopt additional college and career readiness standards no later than July 1, 2014.

This bill requires DPI to adopt state standards only after those standards have been developed and approved by the Model Academic Standards Board.

The Common Core State Standards (CCSSs) to date have helped the School District of New Berlin focus our efforts to ensure college and career readiness for all of our students in a globally competitive workplace. This is especially true given that the previous Wisconsin Model Academic Standards were over 15 years old. Our operating definition of state-level standards is that they set the *minimum* benchmarks students must reach to be proficient within a skill or in a content area. In our district, the CCSSs have influenced the design of curriculum and selection of resources that go above and beyond the minimum expectation set by any previous standards. We believe we have the capability of meeting the needs of our learners using innovative instruction within our locally developed curricula built with a foundation laid by the CCSSs.

Developing curriculum around new standards is important and vital work. Around the same time the state adopted CCSSs, it became necessary for us to update our curriculum and resources in English/Language Arts and Mathematics, as they were over 10 years old. We spent a significant amount of our limited resources over the past three years to align to the 2010 state adoption of the CCSSs. Any changes now will come with a cost to our students as well as our taxpayers. Changing the standards will disrupt the fluidity and continuum of our children's education since the CCSSs have been established with articulated academic progressions in both English/Language Arts and Mathematics. Furthermore, stepping back from these standards would result in additional taxpayer dollars spent on curriculum

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realignment, potential course/staffing adjustments, as well as a depletion of resources already allocated to other important instructional projects.

As I understand it, proponents and opponents of the E/LA & Math CCSSs argue that this is one of the problems at hand—the CCSSs either force districts to shell out money on teacher training and on new curriculum materials, etc., or that because they have shelled out money, that they shouldn't now change. Please note our district would have allocated resources to curriculum updates regardless if we were aligning to the CCSSs or not. I believe teacher training is critical to any curriculum alignment and updated quality resources are necessary to support teacher instruction and student learning.

Reexamining how our students are meeting and succeeding our expectations in our E/LA & Math curriculum this year will cause additional significant expenditures for professional development and potential curriculum/student resource review. Creating new standards within four years of adopting ones that are setting a higher expectation for students would not help our district reach our goal of fiscal responsibility that reflects a commitment to student learning.

I ask you to honor the work and accomplishments that have been made to date, by not reverting back and making adjustments to the English/Language Arts and Math CCSSs, as we feel maintaining the current use of the CCSSs is what is best for our district at this time. Please further note, that making updates and revisions to the English/Language Arts and Math Model Academic Standards prospectively within a given rotation (not within the next year), is something that I can support.

Model Academic Standards Board

There is a lack of clarity around the members being appointed by either the State Superintendent or that of the Governor. 2013 Senate Bill 619 states:

MODEL ACADEMIC STANDARDS BOARD

The bill creates a Model Academic Standards Board (board) in DPI which comprises the following members: the state superintendent of public instruction, or his or her designee, who serves as co-chairperson and who must appoint four members; six members appointed by the governor, one of whom is to serve as [1]cochairperson; one member appointed by each of the [2]senate majority and [3]minority leaders. [4]one member appointed by the speaker of the assembly; and [5]one member appointed by the assembly minority leader. The members appointed by the state superintendent must include an [6]individual employed as a principal in a high school, a [7]member of a school board, one individual who is a parent of a pupil enrolled in a public school, and [8]one professor employed at an institution of higher education in this state. The members appointed by the governor must include one teacher employed by a public school, [9]one teacher employed by a private school participating in a parental choice program, [10]one superintendent of a school district, [11]one individual employed as a principal in an elementary school, and [12]one individual who is a parent of a pupil attending a private school under a parental choice program. No member of the board may be a member of the legislature.

The specific concerns that I raise need further clarification, include the following:

- [1]*One member appointed by the governor, who is to serve as co-chairperson.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [2]*One member appointed by the senate majority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [3]*One member appointed by the senate minority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [4]*One member appointed by the speaker of the assembly.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [5]*One member appointed by the assembly minority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature? Could this be clarified?
- [6]*An individual employed as a principal in a high school.* Will this be a public or private school principal? Could this be clarified?
- [7]*A member of a school board.* Will this be a public or private school member of a school board? Could this be clarified?
- [8]*One professor employed at an institution of higher education in this state.* Is there any consideration to expanding the members from an "institution of higher education," especially given that there are different perspectives from "institutions from higher education" (i.e. technical college, 2-year college and/or 4-year college)? Further, will this be a professor employed at an institution of higher education from a public or private institution?
- [9]*One teacher employed by a private school participating in a parental choice program.* While I support seeking input from private-school teachers, I have a concern related to asking private school participants to provide input on standards that they are not held accountable to. I believe that if in fact input from such an individual is sought, that they participate and report out on state exams, as well as are held accountable to the same standard public schools are held to (school report cards, district report cards, etc.).
- [10]*One superintendent of a school district.* Will this be a public or private school superintendent? Could this be clarified?
- [11]*One individual employed as a principal in an elementary school.* Will this be a public or private school principal in an elementary school? Could this be clarified?
- [12]*One individual who is a parent of a pupil attending a private school under a parental choice program.* While I support seeking input from a parent of a pupil attending a private school under a parental choice program, I have a concern related to asking a private school participant to provide input on standards that they are not held accountable to. I believe that if in fact input from such an individual is sought, that they participate and report out on state exams, as well as are held accountable to the same standard public schools are held to (school report cards, district report cards, etc.).

Any clarifications related to the questions raised above are critical to determine whether or not the respective Model Academic Standards Board will truly be able to be effective, and provide a fair and equitable representation of stakeholders. I'm only suggesting consistency in clarifying the appointees, similar to how it's already clarified within certain appointments (i.e. "One teacher employed by a private school participating in a parental choice program.") I would ask that you provide the clarification related to the appointees referenced above prior to moving a final draft forward. Further, if the appointments to the Board move forward as proposed, I would advocate for a much bigger discussion/decisions (if they are not already happening) related to the accountability standards for private schools participating in parental choice programs.

Thank you for your time and consideration. Should you have any questions related to my feedback, please feel free to contact me at 262-789-6220.

Respectfully,

Joe Garza
Superintendent

MUKWONAGO AREA SCHOOL DISTRICT

BUILDING BETTER
SCHOOLS TOGETHER

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DARREN P. CLARK
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Director of Pupil Services
MARY KOSKI, Ed.D.
Director of Student Learning

March 4, 2014

Senate Committee on Education
Wisconsin Capitol
Madison, WI 53703

Dear Committee Members,

Thank you for allowing me to submit my testimony as district business prevents me from testifying in Madison today. I ask that you do not take my absence as a lack of concern regarding these proceedings. I can't stress my sentiments strongly enough: **please support the Common Core State Standards and reject Senate Bill 619.**

As the superintendent of the Mukwonago Area School District, I firmly believe that the Common Core State Standards, the Smarter Balanced and ACT assessments, the Effective Educator initiative, and the DPI report cards are all integral parts of an accountability system that will help to improve public schools in Wisconsin. The Common Core provides much-needed rigor and greatly increases expectations for our students in reading and math. I understand that some may not approve of the CCSS development process, but I assure you the product is a vast improvement over the previous standards and will help us prepare our students to compete with others on a national and global scale.

The effort to derail the CCSS has been extremely discouraging to our staff. We have spent countless hours and significant amounts of tax dollars to implement these new expectations and align them with our locally developed curriculum. It would be huge mistake and a giant step backwards for our school improvement process to change course at this time.

I ask that you give the Common Core State Standards and the rest of the accountability measures an opportunity to succeed in our schools. Please reject SB 619 and work with public schools to improve instruction and increase student achievement across the state of Wisconsin.

Sincerely,

Shawn McNulty,
Superintendent of Schools

March 5, 2014

Dear Senate Education Committee:

Tomorrow the Senate Education Committee will receive testimony regarding SB619 relating to creating a Model Academic Standards Board. I am writing to request that you oppose this legislation. If this legislation is passed, it will remove local control from Wisconsin school boards and politicize the process of identifying what our students need to be college and career ready. It will also jeopardize the state assessment program and use of achievement data for the state mandated Educator Effectiveness models.

Legislation of a Model Academic Standards Board will have several negative implications for students and schools in Wisconsin.

1. Creating an Academic Standards Board positions the legislature to determine what the state's academic standards should be related to English language arts, math, social studies and science rather than local school boards. Hamilton School District curriculum process includes a review of all relevant standards for each content area, input from our local business community and a review of best instructional practices. Multiple standards are reviewed and integrated when our district designs curriculum. These standards include, but are not limited to, Wisconsin Department of Public Instruction model standards, Common Core State Standards, Financial Literacy standards, Tech Literacy standards and College and Career Readiness standards. The Wisconsin Manufacturers & Commerce have endorsed the Common Core State Standards as robust learning targets which reflect the knowledge and skills that our young people need in order for our businesses to be internationally competitive in the future. Our goals in developing curriculum are to ensure our students are college and career ready while meeting the expectations of our local community. Please do not remove local control.
2. Standards developed by an academic standards board are not likely to be aligned with the current state assessments (Wisconsin Knowledge and Concepts Examinations) or the new Smarter Balanced Assessments. Creating a new, unique Wisconsin assessment would cost millions of dollars to produce and years of work to ensure the instrument is reliable and valid and appropriate for the high stakes decisions which are now associated with the state examinations.
3. The Educator Effectiveness model, which is mandated to be implemented in the fall of 2014, utilizes student achievement data to evaluate staff. How will assessments be valid when the academic standards are not yet known and the test has not been developed?
4. The proposed legislation creates a legislative process where the state legislature can debate standards on the floor of the legislature and ultimately write standards into statute. Please do not politicize our student learning targets.
5. The proposed legislation has unrealistic timelines for standard revision and implementation at both the state and local levels and provides no mechanism for the state to ensure that the standards adopted are college and career ready in order to be in compliance with federal law. This places Wisconsin in jeopardy for the federal ESEA waiver and could bring back the broken No Child Left Behind law.

What was once a focused debate about rigorous expectations regarding the knowledge and skills necessary for students to be college and career ready has been replaced with a debate about student privacy rights, federal vs. local control and instructional material adoption. The Common Core State Standards (CCSS) are rigorous internationally benchmarked English language arts and mathematics standards that are designed to ensure that students leave school with the knowledge and skills needed to

succeed in college and careers. Standards do not dictate how teachers will teach or the materials that they will use.

Business and education organizations have registered their opposition to this legislation. The Wisconsin Manufacturers & Commerce, Wisconsin Association of School Boards, School Administrators Alliance and Southeastern Wisconsin School Alliance oppose SB619.

Parents, our business community and the general public expect that we will prepare students for college and careers. They also have a right to expect that we can communicate with credibility and accuracy their performance compared with that of their peers nationwide. I urge you to oppose the establishment of the Model Academic Standards Board. Our children, our business community and the economic future of our state depend upon your action.

Sincerely,

Kathleen M. Cooke, Ph. D.
District Administrator
Hamilton School District

Comparison Summary Table

Common Core State Standards	Percentage of the Common Core State Standards Addressed by the ACT Standards			
	ACT College Readiness Standards			
	EXPLORE (Grades 8–9)	PLAN (Grade 10)	ACT (Grades 11–12)	ACT Course Standards
Reading Anchor Standards	100%	100%	100%	100%
Reading Standards for Literature	45%	56%	67%	100%
Reading Standards for Informational Text	80%	70%	60%	100%
Reading Standards for History/Social Studies	70%	50%	30%	100%
Reading Standards for Literacy in Science and Technical Subjects	100%	100%	100%	100%
Writing Anchor Standards	10%	10%	50%	100%
Writing Standards	10%	10%	50%	100%
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	10%	11%	11%	100%
Speaking and Listening Anchor Standards				100%
Speaking and Listening Standards				100%
Language Anchor Standards	100%	100%	100%	100%
Language Standards	100%	100%	100%	100%
Language Progressive Skills	100%	100%	100%	100%
Standards for Mathematical Content, Grade 8	100%	N/A	N/A	100%
Standards for Mathematical Content, Grades 9–12	100%	100%	100%	100%
Standards for Mathematical Practice	88%	88%	88%	100%

The Arrowhead Union High School District

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March 3, 2014

Honorable Members of the Senate Committee on Education
Senator Luther Olsen (Chair)
Senator Paul Farrow (Vice-Chair)
Senator Alberta Darling
Senator Leah Vukmir
Senator Richard Gudex
Senator John Lehman
Senator Timothy Cullen
Senator Nikiya Harris
Senator Kathleen Vinehout
P.O. Box 7882
Madison, WI 53707-7882

Re: Senate Bill 619

Dear Chair Olsen and Members of the Senate Committee on Education:

I am writing this letter to oppose SB 619 due to the tremendous amount of expenditure of resources that we have put forth as a staff and school to move student learning from a regurgitation of facts to making meaningful sense of complex ideas. The Common Core State Standards (CCSS) has provided us with a Framework, along with the College and Career Readiness Standards, to guide the work of our teachers in preparing our students for the future.

If SB 619 is passed and goes into effect, all the work of the past 4 years that has gone into implementing the mandated standards will result in a significant waste of financial and human resources. It is good to have standards. However, anything that comes from state and federal leaders, we simply use as a framework, relying on our local experts to develop what our students need to be career and college ready. The Common Core, as any set of standards, is not a curriculum. School systems and teachers determine the materials, resources, and approaches to be used to best support student learning.

To expect that a new process, to develop a new set of standards, will stop the quality work that goes on in the schools currently is presumptuous. Schools cannot afford to stop serving students and preparing them for their futures, while yet another committee decides what is important for them to learn. Not only is the process outlined in SB 619 flawed, the timeline is as well. In addition to these issues, if we are looking for quality alignment that assesses student learning, this will also be in limbo while the standards process is developed. We have spent the last 4 years implementing the Common Core standards and preparing our students to be College and Career Ready. We are now in a position to assess to what extent our students are meeting the benchmarks set forth in the ACT suite of assessments.

Assuming a new process is in place, do you think schools will be held hostage waiting for a new committee to do its work? No. Schools will continue to develop curriculum and provide quality learning so students are successfully prepared to graduate. While the political arena works, students are in school and will graduate despite what goes on in the political arena.

I respect that you have a difficult job. I also respect that you are trying to do what you feel is in the best interest of students. However, you need to understand that mandates that are top down, one-size-fits-all, and are based on a premise of "fixing" schools, have not worked in the past, and the current efforts are doing much the same and are destined to produce the same lack of results or worse. The schools of Waukesha County have strong reputations for high levels of academic achievement. Students, parents, businesses, and the community all recognize the success of our schools, which is due to the local efforts and professionals in our schools. We have outstanding students, highly qualified, dedicated and skilled professionals, and an extremely supportive community. With all due respect, you aren't in our school, you don't know our staff, you are not aware of the areas we need to improve, you are not informed on the efforts being made, and you don't know our students, their educational needs, and the supports, interventions, or resources that are required to meet their individual needs. Students, parents, and our local experts do. Let us do our jobs, and please stop the mandates, interruptions, disturbances, and expenditure of valuable resources that are taking away from working directly with our students and continuing to provide exceptional learning experiences.

In writing this letter, I am neither extending my support for nor opposition to the Common Core State Standards. Regardless of whatever decision is made, we will continue to do our work. However, our school and staff are quite frankly exhausted by the constant interference of the state and federal government, which continually results in no meaningful, sustainable, or quality improvement of our students' academic success. More importantly, these mandates are beginning to take our staff away from working directly with our students and parents. They are delaying our work with local businesses and the implementation of programming designed to support our community. It is exhausting resources that should be devoted to students and implementing programming that supports providing quality learning experiences.

If SB 619 is passed, it will yet be another example of schools needing to comply with the prevailing winds of politics. What better way to fuel the attitude "this too shall pass" and contribute to further distrust and minimal compliance, then by taking legislative action to create another committee that will now set forth a new set of standards, while those of us in the schools watch the flurry of activity and expect that little will change. Therefore, I implore that SB 619 be opposed. In addition, I appeal to legislators to be cognizant of the nature of mandates that have already over-burdened schools with shrinking resources. It needs to stop!

Thank you for your consideration in this matter.

Sincerely,

Craig Jefson

Craig Jefson
Superintendent, Arrowhead Union High School District

c: Representative Chris Kapenga
Arrowhead Board of Education

Board of Education

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SCHOOL DISTRICT OF LA CROSSE

March 5, 2014

Dear Legislators:

I am writing this letter on behalf of the La Crosse School Districts' Legislative Committee, a sub-group of elected school board members of the School District of La Crosse. We are writing to express our concern about Senate Bill 619, a bill that would roll back the three year implementation of the state-adopted common core standards. Even more concerning is that the bill would also establish a new standards-approval process that could leave future standards development at the whim of legislators.

Like nearly all school districts in Wisconsin, the School District of La Crosse began preparing for implementation of new standards in language arts, reading, and mathematics four years ago. During this time, educators have re-shaped curriculum, aligned report cards, and developed common assessments -- all based on the common core implementation. Moreover, the District has invested nearly a half million dollars in resources to support the common core in classrooms across the District. To say that we are past the point of no return on common core implementation would be an understatement. To stop implementation and start over at this point would require three to five years of continued chaos at a time when our schools need stability.

A significant departure from the common core state standards at this would jeopardize the states multi-million dollar commitment to the Smarter Balanced Assessments, the new state tests aligned to the common core, which will ultimately be used for accountability purposes.

Perhaps we could all agree that the common core standards are not perfect. We do believe, however, that they stand as a significant improvement over the standards that we have had. As locally elected officials, we are deeply concerned about the new standards development process as outline in SB619. This would establish a politically appointed committee which would navigate a process facilitated by the state superintendent of schools. Once the committee makes a recommendation to the legislature, our elected officials and all of the special interest groups that financially support them, will be able to modify the bill with any amendments they please.

With such a process in place, our state standards will be guaranteed to change at the whim of the political party with more representation at the capitol. Partisan politics -- from either side of the aisle should not hold our staff and students hostage to continual changes in standards. It is impossible to focus on continuous improvement when the targets are in constant fluctuation. Our students, our teachers, our parents, our taxpayers and our communities deserve better.

Perhaps a logical alternative could be to return curriculum development and adoption back to locally elected school boards who represent their communities. We are confident that we can provide more stability through local control.

Sincerely,

Bill Oldenburg
Legislative Committee Chair
School District of La Crosse

SCHOOL DISTRICT OF CADOTT COMMUNITY

426 Myrtle Street, Cadott, Wisconsin 54727

www.cadott.k12.wi.us

February 20, 2014

Dear Senator Moulton and Representatives Bernier and Larson,

Thank you for your consideration and dialog related to legislation concerning the Common Core State Standards. When making decisions related to the CCSS, please consider my thoughts below.

From my perspective, it is not that I am a huge proponent of the Common Core State Standards specifically. I do, however, think that we need a consistent set of standards that our schools can use as the base for determining how to best instruct our students. A moving target is very difficult to hit, and there is a huge cost to changing the target. I do not think that enough attention has been given to the cost of developing and implementing new standards. In addition to the process costs of developing and communicating changes to the standards, there will be many other significant costs for the acquisition of new materials (wholesale adoptions or the purchase of supplemental materials) and for the professional development that will be needed to train the staff and realign curriculum. When factoring in the huge costs of continuing to change the target, I hope that there are some really good and researched-based reasons for continuing to expend so many resources on this issue. The amount of time, energy and money that has already been spent in our state and across the country on this topic could have gone a long way toward providing more instruction and services for our students. It is very discouraging for me to watch schools limit our students' educational opportunities, while millions of dollars are being spent on political gerrymandering.

At this point I can only hope that some of our legislators will have the courage to put a stop to this unnecessary situation and place emphasis and effort where it belongs; on the successful future of our children and the State of Wisconsin. I can understand that supporting this type of legislation may be an attractive way to garner political clout and financial support from some influential people and organizations, but I would hope that each of you has the personal confidence and conviction that allows you to do what is best for the electors that you represent. You must know that it is a terrible idea to give legislators and/or a small hand-picked group of people the power to decide what our children will be taught. At least the CCSS were developed with much input from a large group of people who had some credentials worthy of this task. With my vast experience in the field of education, the choice regarding this proposed legislation and updated amendment is quite clear. Please do not support legislation that changes our state standards or the processes for reviewing, writing and adopting educational standards in the future.

Thank you for your time and consideration.

Joe Zydowsky

"It is the school district's mission to challenge each and every student to reach his or her full potential."

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March 1, 2014

Honorable Senator Luther Olsen
Senate Education Committee Chairman
Room 123 South
State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Olsen:

I am writing in opposition to Senate Bill 619, which would create a politically-appointed board to re-write K-12 education standards for the students of Wisconsin. This bill would essentially eliminate the Common Core State Standards, which Tea Party activists see as federal intrusion into local affairs. The passage of this bill would be disastrous for the students of Wisconsin for a number of reasons:

- The Common Core State Standards have broad support. Recent hearings at the state level have elicited broad support of the Standards, especially from teachers, principals, and school district personnel. These Standards also have broad support from many in the business community, and are widely seen as more rigorous than the previous Wisconsin Model Academic Standards.
- A state appointed board would politicize any new standards. Having legislators appoint people to serve on this board ensures that the best qualified people to serve on this board would most likely not be appointed, and would lead to others, including potentially those from outside Wisconsin, lobbying to serve on this board to further their political interests. The work of writing academic standards is complex. Good sets of academic standards need to be written by teams of content experts, teacher educators, and experts in child development, not by legislative-appointed boards.
- Removing the Common Core State Standards is not a wise educational decision. Moving away from the current standards would put us out of step with the vast majority of the states in the country who have adopted these Standards. Curriculum and testing materials are being developed across the country to help students reach these Standards. Having a unique set of standards in Wisconsin would limit the curricular resources that districts could locally choose to use with their students. It would also necessitate the creation of a unique assessment for our students, which would be far less reliable and valid than the large-scale multi-state assessments that are currently being developed to assess the current Standards.
- Removing the Common Core State Standards is not a wise financial decision. Districts have invested five years and untold amounts of funding to implement the current standards. Moving away from these at this time would lead to no return on this investment in education. Plus, creation of a unique set of standards would also necessitate the creation of unique curricular materials and a unique test to assess these new standards, an expensive proposition.

For each of these reasons, Senate Bill 619 is wrong for the students of Wisconsin. I urge you to vote against this bill.

Sincerely,

David Ebert

David Ebert
Mathematics Teacher, Oregon High School
Past President, Wisconsin Mathematics Council

March 3, 2014

Dear Members of the Senate Committee on Education:

I am writing in regards to the upcoming hearing regarding Senate Bill 619. I am strongly opposed to politicizing the process of developing, writing and approving academic standards in the state of Wisconsin.

I believe in "local control" and feel that we continue to be conceding our local control of school districts and their daily operations to the state the past three to four years. I question how a subcommittee of fifteen individuals who have little or no experience in education could be charged with developing and writing our academic standards. When I view the proposed make-up of the committee, it definitely looks politically charged with individuals who would make up the committee and be appointed by the governor. Just because one can "read complex text" or "complete difficult algebraic problems" does not mean that they can write the standards and benchmarks needed to be rigorous and academically challenging for our K-12 students. It is time to change the CCSS debate to a discussion about the consistent implementation and teaching of the standards in our state with local decisions rather than if they should have ever been adopted in Wisconsin and now abandoned.

We are in need of new standards in science and social studies since these were last written in 1998. However, this is not the process that should be used in our state. Our English Language Art and Math standards should be reviewed and revised, as well as other standards, so that they challenge our students and are rigorous, relevant standards that allow our state to compete on a national and international level. Again though, this is not the process outlined in Senate Bill 619 that should be used.

The Wisconsin Manufacturers and Commerce came out in early February, 2014 supporting the CCSS. I might add that WMC has heavily backed Scott Walker and other republicans. Jim Morgan, president of WMC's educational division said "the standards have given local communities a common purpose, the states a common goal and our country a tool to ensure our long-term success. The Common Core makes common sense for Wisconsin school districts. Wisconsin businesses and employers have been asking for accountability and measurement in schools for more than 25 years and the CCSS will provide consistency across the state, more accountability and innovation and increase quality".

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,

Jennifer Gracyalny

Jennifer Gracyalny
Director of Learning Services
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Phone: 715.466.2297 • Fax: 715.466.5149

March 2, 2014

Dear Senate Education Committee Member,

On behalf of the Northwood School District Board of Education, I am writing to you to express our opposition to the SB 619. For over three years, the Northwood staff has been preparing for the Common Core. They have spent hundreds of hours researching about the Common Core. We have supported them financially in purchasing materials and writing curriculum guides. We are moving forward with Common Core. Please do not interfere with the movement started over three years ago by the schools. Do not send us back to ground zero and erase our efforts of over three years.

Common Core is good for Wisconsin. It provides the world-class standards we want for our children. In today's ever-changing world, we need our students to be competitive in the global market. Over forty states have bought into the Common Core. Rather than just comparing our achievement levels to the state, we can now-with the Smarter Balance Assessment-compare us to the majority of the nation. This would be a powerful move; however, if you change things now, you will certainly send us backward.

Public schools have gone through lots of changes, especially with Act 10. They are adjusting to the Report Card and Educator Effectiveness. If you take away the Common Core and try to do a new one for Wisconsin at this time, they would be so discouraged. They would be reluctant to change anything thinking the legislature will interfere with the decisions made by State Superintendent Tony Evers and his highly competent staff.

We look forward to the direction we are currently moving. Please know that we **oppose** Senate Bill 619. Our five member school board consists of: Max Ericson, Doug Denninger, Darlene Denninger, Michelle Manor, and Craig Golembiewski.

Professionally,

Jean A. Serum

Jean A. Serum
District Administrator

March 6, 2014

Comments on SB 619 – Creating model academic standards board

To: Senator Luther Olson. Senator Paul Farrow

From: Gordon Gasch

In OPPOSITION to SB 619

To Senate Education Committee members,

I am a retired teacher with 28 years of experience teaching high school Agriculture and currently serve on the Brillion School Board.

Some accurate history on academic standards in Wisconsin: In 1998 Wisconsin adopted a set of academic standards. It didn't take long and educators recognized many shortcomings in these standards. As early as 2006, the Wisconsin educational community started to form groups to assess the standards and make recommendations for improvement. It was felt that those standards were too vague, not rigorous and there were too many of them. About this same time there was the beginning of the development of what is now known as the Common Core. Wisconsin, seeing that the Common Core was both rigorous and addressed the weaknesses of the 1998 standards decided to stop developing our own standards and waited for the Common Core. The Common Core was introduced and adopted by Wisconsin in 2010. It was adopted by the **elected** State Superintendent of Schools with the legislature and governor signing off on the decision. The Common Core has been implemented in schools across Wisconsin for over three years now.

Why is the Common Core good: The Common Core was developed by and supported by governors, and industry groups representing a wide range of political views. They had the goal of making education in the US more rigorous, so students could compete in our global economy and more uniform across states. I think it is ironic that for decades there were complaints that teachers were dumming down education and now that more rigorous standards come along there are people who find fault with that too.

It is important to have the same standards across the country. We have excellent schools in Wisconsin but that is not true everywhere. I want to tell a story about my wife's cousin, Nick, who earned an appointment to the Naval Academy to study Nuclear Engineering. Nick's roommate was from Alabama and in a US History class Nick was surprised that his roommate knew nothing about the Vietnam War. Nick asked "what did you study in high school?" The reply was "my three high school history classes covered the Northern War of Aggression". Standards should be uniform across the country!

As our society becomes more mobile it is important that schools across the country are teaching to the same standards so that students that move will not have their education disrupted.

I would also point out that by far the majority of Wisconsin teachers who are working with the Common Core support its rigor and clarity. I know that when there were hearings in fall concerning the Common Core there were paid, out of state groups testifying. But if you only look at the Wisconsin educators (not paid), there was overwhelming support for the Common Core.

Why is there a need for SB 619: Let's not sugarcoat the facts, SB 619 is designed to stop the Common Core in Wisconsin! Now before someone dismisses me as some "left leaning" educator, I reviewed my 45 year voting history and found I voted for republican candidates 5 to 1 over candidates from the other party. BUT as a former teacher, a current school board member, parent and grandparent of school age children, and a taxpayer I am appalled at the politics and politicians behind this bill.

Senator Vukmir, in an interview with Mike Gousha, says that the legislature would not be writing standards. But that is the exact language of the bill. Senator Vukmir is either not very intelligent or an outright liar. I don't know her so I don't know which. I do know she is a national officer of ALEC and has a goal of attacking public education at every opportunity.

It also appalls me that the republicans, whose last two Assembly leaders were Scott Suder, who put an unethical hunter training grant in the budget and Bill Kramer who is alleged to have committed inappropriate acts on women; these are the people that would have the authority to rewrite the academic standards for our students. Common man, let's get real, they are not qualified to write standards and their past history shows they shouldn't be allowed to appoint anyone to a committee either!

There are those that say both conservatives and liberals are opposed to the Common Core standards. But dig a little deeper, most liberals don't like the testing and the expected drop in student scores (because the Common Core and the new tests are more rigorous). Conservatives however are opposed because of some distrust with the President.

I ask the committee to examine the political motives behind this bill. Leave education decisions to our elected State Superintendent and the keep the politicians out!

Thank you for your time reading this and for your service to the citizens of Wisconsin,

Gordon Gasch
N5875 Cty JJ
Brillion, WI 54110

State Senator Luther Olsen
Senate Committee on Education, Chair
March 1, 2014

Dear Senator Olsen:

I am writing to you because I am Wisconsin citizen, property owner in Windsor and Tomahawk, and grandmother of seven grandchildren who either are or will be attending public schools in Wisconsin. I care about education, particularly mathematics education, in Wisconsin. I have sent a similar letter to each of my legislators and those in the districts in which my grandchildren reside.

As co-chair of the Senate Committee on Education, I want you to know how saddened I am that partisan politics is interfering with the continued implementation of the Common Core State Standards for Mathematics. In the 21st century, it is vital that Wisconsin's children leave our PK-12 schools with a solid foundation and proficiency in mathematics. I consider the Common Core Standards to be setting the right path for their futures. Wisconsin teachers and districts have been rolling up their sleeves to learn the content of the standards, develop local curriculum, and begin implementing them in their classrooms. The impending legislation in the Senate and Assembly has the potential to dismantle some incredible progress.

I am disappointed that many of your colleagues appear to be swayed by inaccurate information. Much of the negative rhetoric about the Common Core is nothing more than sensationalism and promulgation of information that is just plain wrong. It is clear to me that the national movement to demonize and extinguish the Common Core is built on false premises and elevates a misinformed vocal minority who represent a very narrow political perspective. In fact, some who are disparaging the math standards have little or no experience with mathematics. They are NOT the voices of experience that should be getting your attention!

I am hoping that you will specifically pay attention to a few key points:

- **Successfully implementing new standards takes time.** Wisconsin school districts are just beginning to implement the Common Core Standards for Mathematics. As I talk with educators and leaders from across the state, teachers are excited to teach the new standards and increase their understanding of mathematics. Please do not pull the rug out from under them. While identifying a cycle to review all state standards makes sense, putting mathematics and English language arts first on the docket is an underhanded way of dismantling the Common Core. Other content areas such as science and social studies also deserve immediate attention.
- **Wisconsin has an opportunity**. Adopting high quality standards that are similar to other states is a good thing. If well implemented, our children will have a much higher level of understanding of mathematics than ever before. Plus, adopting standards similar to other states gives us the opportunity to leverage national and international research and resources, while maintaining local control. We are able to participate in professional learning from experts in the field from across the country and local school districts will have more available resources. This is a good thing.
- **We need to do something different than we've done before**. International tests, TIMSS and PISA, indicate how the United States struggles compared to other countries. While Wisconsin does relatively well on NAEP overall, we have one of the largest achievement gaps in the country. By

continuing to implement the Common Core Standards for Mathematics, we are pushing the envelope in a good way. Students are learning important mathematics content with understanding. In my professional opinion, Wisconsin students will be mathematically well-prepared for college and career if we stay the course.

In full disclosure, I have been an educator in Wisconsin since the early 1970s and have been active not only at the local school district level, but also at the state and national levels. I have multiple perspectives. I currently work for the Department of Public Instruction as a mathematics consultant, am Past-President of the Wisconsin Mathematics Council, and am current President of the Association of State Supervisors of Mathematics, the group of mathematics supervisors at state departments of education from across the United States and Canada.

I am writing to you on my own time because I care. I care about the future of my grandchildren and I care about every student in Wisconsin. I plead with you to stop the craziness in Wisconsin and let our educators continue along a path to improve mathematics teaching and learning across the state so that our children will be prepared for their futures.

My goal for writing to you is to plead with you to support the continued implementation of the Common Core Standards. I am counting on you to be a voice for education in Wisconsin.

Sincerely,

Diana L. Kasbaum

Diana L. Kasbaum
6688 Highland Drive
Windsor, WI 53598
dlk53598@gmail.com

To: Wisconsin Senate Education Committee Members

From: Karen Sullivan

Re: Senate Bill 619

Date: March 4, 2014

- Having been a proud and successful educator for over 40 years in Sheboygan County, I have had considerable experience in the formulation, implementation and evaluation of educational standards. Because of my knowledge and expertise, I **oppose** the passage of Senate Bill 619.

- This legislation could have long-lasting and permanent effects on the way that standards and accountability are enacted for our Wisconsin students and schools. Skilled, educated professionals with teaching and/or educational administrative experience, not the legislature, should be in charge of writing academic standards for our students and schools.

- It would be a large waste of taxpayer dollars to reject the Common Core Standards that the DPI, school districts' teachers, administrators, parents and students have already devoted years of time, efforts and commitment to enacting for improving achievement in our schools.

- To reject the Common Core Standards and put all of the other 23 sets of state curriculum standards at risk, as this legislation would do, would seriously delay implementation of a comprehensive attempt at raising educational achievement levels in our state.

- In schools where the Common Core Standards have been enacted, we have already seen achievement grow at impressive rates.

- In response to those who think these standards are not rigorous enough, nowhere is it written that these standards cannot and will not be surpassed in Wisconsin Public Schools if given the chance for further implementation and evaluation.

- This bill puts politics before our students and puts the legislature and the money from special interest groups in charge of writing educational standards.

- I urge you to keep our students first by voting no on Senate Bill 619.

Rio Community School District

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Craig Vetter
Elementary Principal

Mark McGuire
District Administrator

Cory Hinkel
MS/HS Principal – Athletic Director

March 5, 2014

Senator Luther Olsen
Room 319 South
State Capitol
P.O. Box 7882
Madison, WI 53707

Dear Senator Olsen,

I am writing to you with great concern over SB 619. It is my understanding that SB 619 could halt the implementation of the Common Core State Standards. That, to me, would be devastating to the students of my school district. The Common Core State Standards have provided us with a consistent, clear understanding of what students are expected to learn so that both teachers and parents know what they need to do to help students.

Since the implementation of the Common Core State Standards, the Rio Community School's staff has been working with the standards in the areas of English/Language Arts and Math. Initially, our teachers attended professional development to learn about the standards. With leadership from the Center for School Improvement at CESA 5, our teachers have rewritten our K-12 curriculum to incorporate the Common Core State Standards. The teachers are now using what they have learned and are using these State Standards to improve student learning.

With the introduction of SB 619, all the hard work our staff has done, and the sizable amount of money spent, could be cast aside and the academic achievement of our students placed in jeopardy. Correct me if I'm wrong, but from what I've read, heard and understand, if this bill is passed and signed into law, a fifteen member board would be charged with the writing of new education standards. This board would be comprised of members appointed by the Governor, members of the legislature, the Department of Public Instruction and two would be appointed from the private voucher schools who accept tax-funded vouchers, but who are not required to follow the academic standards for public schools. Please help me understand why representatives from the voucher schools would be allowed representation on this board when they don't have to follow the same rules as public schools. This is clearly an area where they do not belong! In addition, the people who know the most about standards will not be equally represented on this Board. There will be more political appointees than educators which does not make sense to me. It is my belief that the people who know the most about student achievement and standards should be responsible for developing and writing academic standards and those people are educators not politicians!

This bill would undoubtedly politicize the development of educational standards. The Common Core State Standards have given us a direction for long-term improvement in student achievement but SB 619 could change academic standards at the whim of the political party that happens to be in power. Would that be good for the children of the State of Wisconsin? Absolutely not! This state needs a set of strong academic standards that will provide for student achievement and we have them. They are called the Common Core State Standards.

I have been in education for 37 years. During that time I have seen the pendulum swing in many directions, from an era where there were no real academic standards to now when there is a set of strong academic standards in place. SB 619 would be a step backwards and I would hate to see our state take such a step by allowing a bill to move forward that is not in the best interests of our children. I am registering my strong opposition to SB 619. I am also asking that you oppose it. It is not good legislation and it would not be good for the children of this state. Maybe this stance would be unpopular for you but I believe it's the right stance.

Sincerely,

Mark L. McGuire
District Administrator

Concerning the Common Core: What's the Fear Factor?

Mary Randall, Ed.D. District Administrator, School District of Bloomer

What is the main concern with the Common Core? Is it politics or is it education? I have been an educator for more than 35 years. I grew up in Nebraska, attended school in Nebraska, Minnesota and Wisconsin, and taught in all three states, and have worked in Wisconsin as an educator for more than 20 years. It is amazing to me that anyone in the United States of America would oppose a common set of standards as a baseline for student achievement. Please note, I said standards, not curriculum.

The primary problem with the Common Core does not lie in the standards. The problem lies in the fact that there is a misrepresentation of the Common Core Standards. Aside from sounding ominous, the Common Core Standards are a series of expectations that students must learn. Teachers study the standards, set benchmarks to attain the standards, and in turn our students perform on achievement assessments that measure us against knowledge expectations and against each other nationwide. The data is also used to compare us to other states and other countries. For more than 20 years I have listened to reports that other countries do better than we do on math and reading and science. We continually compare ourselves to others, and get bad press over when we don't measure up to the test comparisons. I believe the issue comes down what the teachers will teach and will not teach, not about the *Standards* themselves. This was clearly demonstrated to me when I met with my legislator who presented me with a book he thought children should not read in school. Our students don't read the book in our high school because it wasn't a local purchase of materials to meet the standard. Decisions about curriculum and the instructional materials (including books) used in our schools remain with the local school board, where those decisions have always resided. We don't have a list of required books in our state; we never have had such a list. Children read variety of genres and discuss some issues of social concern to broaden perspectives and build capacity to understand others. We also work to meet a broad level of academic standards beyond just reading a book.

There's a lot of unnecessary fear being generated about the Common Core across the state. However, in the district where I work families know if they object to a component of the curriculum they can ask for an alternate assignment. Over the past 4 years we have implemented the Common Core Standards in Mathematics, Reading, Language Arts, and English. We adopted *our own curriculum* to meet the *standards*, and clearly communicated curriculum changes based on standards to our families. Families express an appreciation of the efforts to help our students do better and achieve more. We also believe that good teaching will help get us to the standards. How we teach and engage learners is an important component to student achievement!

I am sure you know that curriculum and standards are not the same thing. Standards are a set of expectations, like an over-arching concept, and curriculum is the material used to meet the standard. Benchmarks are established to step into the expectations. Benchmarks are assessed so we know students can master the expectations in a step by step process. The materials used to get there should be a locally controlled decision, approved by local school boards who reflect community values and mission statements.

The curriculum put together using Common Core standards is a local decision. In my district, we took the Core Standards, examined many materials and matched the outcomes to the standards. Then we selected materials very carefully over a long process of examination. We presented the materials to our Board of Education. The Board approved the selections. Our materials support our curriculum, the curriculum supports the standards. A curriculum isn't one specific book, or one specific topic that is taught. It is a compilation of materials put together to meet expectations for achievement.

When those who have not had educational training try and adjust laws in areas where they have no experience, no practical application, and no contact with children on a daily basis is that they make bad decisions. I would never walk into Lockheed-Martin and tell engineers how to run a new computer generated program for their engines for American Airlines. I do not have that type of training. What I do have is 35 years of training in classroom assessments, curriculum development, teaching, and basic pedagogy. I have worked in both parochial and public schools, across three states. I would not read one book and say it is a curriculum. I can tell you it is time that the United States has one unified set of expectations because that is what we get measured against with nationally normed assessments. You cannot expect achievement if you don't provide the basis to get there. A book or a concept is part of an educational compilation that makes up a curriculum-not a standard.

The whole fear factor has been manufactured to make up problems that do not exist. Our district has been using adopted materials from the Common Core for four years. No one in our community has disputed the rise of test scores, or complained about the expectations we set for our children. How nice it is to know that we compare apples to apples when we measure our achievement against another state who also has adopted the same set of academic standards. How nice it is for our children when they move from one state to another and do not miss out on entire sets of expectations because they learned the skill sets in our district. How nice it is to know when our students take a test, that the questions they have to answer will be information they have learned based on standard knowledge expectations. How nice it is to see achievement levels rise.

When district Boards of Education set their curriculums it is and should be a <u>local decision</u> based upon the recommendations of the teachers and administrators trained in examining and administering the curriculums. What is the rationale for not listening to those professionals? Our community supports the efforts educators have made to shore up weak points in the expected benchmarks for achievement. Shouldn't local boards of education be the ones to choose whether or not the Common Core is right for them? Shouldn't educators be the ones to recommend and develop standards? I was promised by my legislator that flexibility would be a good decision. Has he changed his mind?

Any decisions to abandon the Common Core at this time means setting us up to once again have to revise our curriculum to yet another set of expectations. What a waste of money and time that would be. What a loss of educational gains! We just finished 4 years of adoptions of the new standards. Our teachers received training on the standards. We just purchased materials to meet the standards. Do you want to come to my district to tell the taxpayers that they now need a referendum to buy materials to replace the newly purchased materials?

The expectations to become a teacher are high. Educators take tests to prove educational knowledge, file paperwork to get licenses to work in the field of education, and must demonstrate daily competency to remain in the field of education. It makes the most sense to use the recommendations of those trained in education to write curriculums, not have legislators try to step into areas in which they have not been trained. This educator of 35 years, with a Master's Degree in Curriculum Development, experience as a teacher, administrator, coach, and mentor working directly with children says stay with the Common Core STANDARDS and let local boards determine their CURRICULUM.

I hesitated to bring this testimony to you today because my last testimony was followed by multiple requests for records that wasted both my time, and the time of my staff. There was no follow-up and no benefit to my students. I was asked to put together documents and create data bases and spreadsheets for unidentified requestors. I found that frustrating and it certainly didn't help the achievement of my district.

I do support the common expectations of the Common Core Standards. I present this to you because of my students and because I care about their achievement. I hope you can set politics aside, and return the basic decisions for curriculum matters back to the control of local districts. We have no evil intent for our children's education. We all care deeply about our students and their achievement and their readiness to contribute to the workforce. When you compare our students to the students in other states we want the data to reflect a fair comparison. Give us that chance.

Thank you for listening to me, I know your work is difficult. I hope you will make good decisions for our children and for the state of Wisconsin. God Bless you, and the State of Wisconsin.

Why I Support the Common Core State Standards

Prepared for the WI Senate Education Committee Hearing on Common Core State Standards

by Dr. Jeanne F. Williams
Professor of Educational Studies
Ripon College
March 6, 2014

This year marks my 31st year working as a teacher educator, 22 of them working in liberal arts colleges in Wisconsin. My primary role is working with prospective teachers is to help them develop the knowledge and skills they need to be effective literacy teachers in elementary, middle level, and high school classrooms. While my pre-service elementary teachers understand that teaching reading and writing is a major part of their work with children, those preparing to teach at the middle and high school levels often enter my courses wondering what a course on literacy development has to do with them. They are, they think, going to be history, science, mathematics, or English teachers. They expect that elementary teachers will already have done the hard work of teaching children how to read, so that they can teach their content subjects and assign reading with the expectations that students will be competent to complete them. I face this set of assumptions every time I teach the content literacy course and often as I work with student teachers whose mentors resist the idea that they should be teaching literacy skills as they teach their content.

The consequence of the assumption that teaching children to read is the exclusive job of elementary teachers is clear in the data accumulated by the National Assessment of Education Progress over the last several decades. While elementary students nationally show steady progress in learning to read, the learning curve begins to flatten in middle school and plateaus in high school as students spend more time in content classrooms, get less direct literacy instruction, and do less and less recreational reading because their leisure time is filled with content homework, activities and work. The CCSS for Literacy in History/Social Studies, Science, and Technical Subjects (the content CCSS) provide the best tool I have had in 30 years to prepare teachers who can integrate meaningful literacy activities in their content instruction and address the middle/high school reading plateau. Two features of the content CCSS are critical in this regard.

First, the tenth anchor standard for reading in the content CCSS specifies that students should make steady progress in reading increasingly complex texts so that, "By the end of grade

12, (they) read and comprehend ... texts in the grades 11-CCR text complexity band independently and proficiently." This standard is important and useful. It clearly articulates the idea that students should be reading increasingly difficult texts in order to build the kinds of skills they will need to learn from texts in college and career settings. The CCSS also provide well-defined, research-based qualitative and quantitative tools teachers and districts can use to assess text complexity and deliberately increase reading demands over time. As I work with pre-service teachers, we use these tools to develop their critical sense of the kinds of materials they need to incorporate in their content teaching to support students' continued growth in reading.

Second, the content CCSS spell out increasingly demanding standards for 6-12 student development of skills and abilities in three key areas: Key ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Through their college majors, middle and high school teachers have learned to read, write, think, and speak in the language of the discipline they teach. Just as a fish may not be aware of water; however, a biologist (or any subject matter specialist) may be unaware of the technical language, basic assumptions, and ways of speaking and writing they practice in their discipline. The content CCSS can help teachers develop greater awareness of the kinds of literacy tasks they are asking students to complete, and they can refer to the standards to design lessons that explicitly teach students how to engage in those tasks as they learn the content of the discipline. Pre-service teachers who would otherwise be flummoxed by the idea that they must also teach literacy skills, can, for instance, look to the standards as they design a project, and insure that the students' research meets standard nine's demand that 12th grade students should, "Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem." Conscious attention to the content CCSS helps content specialists analyze the literacy demands in their classroom and teach deliberately to help all students develop the skills they need to meet those demands.

I support the CCSS generally as a means to focus attention on the development of literacy and math skills in all Wisconsin schools in a meaningful and consistent manner. The standards are not perfect, but they are far more specific, focused, and demanding than the previously used Model Academic Standards. Now adopted by 44 states, the CCSS provide a common basis for moving education forward in the United States. The controversy that surrounds the CCSS in Wisconsin is fed by myths and half-truths, as Alan Borsuk pointed out in his recent article in the Milwaukee Journal Sentinel (Attached.). If the state continues to argue for mandatory testing and accountability measures that utilize student test data, but throws out the CCSS as a basis for building a consistent curricular focus across the state, it will have, in essence, thrown out the baby and kept the dirty bath water. Accountability without rigorous common standards is simply not justifiable. We can work to improve the CCSS as we work with

teachers and school districts to implement them, but we should not back away from our commitment to them.

Finally, I spend a good deal of time in PK-12 schools and classrooms throughout the Fox Valley in my work as a supervisor of teacher candidates. Since the CCSS were adopted in 2010, teachers, administrators, and community members have dedicate significant resources and time to curriculum work designed to improve student achievement in reading/language arts and mathematics. There has been significant innovation in selection of course materials, teaching methodologies, and classroom assessments. Much attention has been given to developing remediation and retention programs to insure that ALL students are making progress toward the CCSS learning goals. Backing away from the CCSS at this time would send a strong message that that work is not valued and that the winds of political opinion rather than the needs of children drive educational policy in this state. I urge you to stay the course with implementation of the CCSS; to work with educators to identify and develop reliable ways to monitor student learning; and to build a long-term commitment to school improvement that puts student learning at the center of all discussions of educational policy.

Attachments:

1. Borsuk, Alan J. "Move to Common Core Standards Brings More Questions than Answers." *Milwaukee Journal Sentinel,* October 5, 2013.
2. International Reading Association. Literacy Implementation and Guidance for the ELA CCSS. 2012.
3. National Catholic Education Association. *NCEA Position Staement on the Common core State Standards,* May 31, 2013.
4. National Council of Teachers of Mathematics, *NCTM Issues Position Statement Supporting the Common Core State Standards for School Mathematics*. August 29, 2013.

Karen Schroeder
President
Advocates for Academic Freedom
Testimony provided on March 6, 2014

Senate Bill 619: **Reforming the State Educational Standards Process** makes strides in providing oversight for the Department of Public Instruction, for limiting federal overreach which undermines state autonomy in education, and for protecting the rights of citizens to exercise local control of schools.

Wisconsinites have clearly stated that they want the most demanding yet age-appropriate standards possible for their students. Senate Bill 619 recognizes that Common Core Standards do not adequately meet those requirements. The Bill requires that a MODEL ACADEMIC STANDARDS BOARD (Board) be established to assure that stakeholders are involved in the creation of academic standards. However, please incorporate safeguards so the Board does not become another level of bureaucracy that citizens must overcome to be heard.

Additional legislative oversight would assure that members of the Board represent a variety of opinions. Currently, educational decisions are made by and for those who support progressive ideologies. A balance must be sought and required.

During the public hearings on Common Core, we heard about the many sources of superior standards that have a proven record of success, that are truly internationally benchmarked, and that are available to the district for no charge. By creating the Model Academic Standards Board, Senate Bill 619 may prevent limited choices for standards from happening in the future as long as the Board consists of as many citizens as members of the educational community. Because the educational community is comprised of dedicated professionals, they naturally favor those entities that support, protect, and fund their profession. The power of the federal and state governments is seductive and must be limited. Hopefully, the MASB will provide needed protections.

However, nothing in Senate Bill 619 will have much meaning if state legislators undermine these laws the way they have undercut current state statutes that govern local control of schools. For example: when a legislative body votes to provide funding to implement any facet of any federal program into the educational system, legislators are surrendering state autonomy to the federal government. This vote also weakens any requirements for school boards to involve stakeholders in the process and it undermines the rights of the citizen to make educational decisions for the schools that their tax dollars support.

Legislators who respect state statutes regarding local control of schools would pass legislation that provides money to school districts that upgrade their academic standards or that improve their data collection and reporting systems. Legislative language must encourage stakeholder participation and parity to the citizens whose children attend those schools.

When Wisconsin legislators provide 7.1 million dollars for the purpose of meeting federal guidelines for data collection, the citizens are robbed of the opportunity to notify educators and educational experts of the three studies funded by the U.S. Department of Education which demonstrate that extensive and invasive data collection damages learning and may cause psychological problems for students.

Hotlinks to those three studies and a summary of their observations are provided at the end of the printed copy of my testimony.

Wisconsinites are frustrated that the Federal Government spent billions of tax dollars to create an inferior set of standards which were written by groups of people who had no experience teaching in a classroom. Many key authors of Common Core had no degree in education. When citizens realize that those dollars could have been used to raise teacher salaries, to lower class size, to increase educational opportunities for students, and to make needed building repairs, they want their Wisconsin federal and state legislators to commit to preventing the federal government from taking these dollars from the states in the first place. Senate Bill 619 seems to help protect state autonomy in education and the state statutes governing local control of schools.

Thank you for your time and kind consideration,

Karen Schroeder

The Three Studies:

U. S. Department of Education ***Using Student Achievement Data to Support Instructional Decision Making*** http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Throughout the document, one finds information that proves the collection of data has a low level of evidence of any useful value to improve learning. The document states, "Overall, the panel believes that the existing research on using data to make instructional decisions does not yet provide conclusive evidence of what works to improve student achievement." (P 6-7)

U. S. Department of Education Office of Technology ***Promoting Grit, Tenacity, and Perseverance: Critical Factors for success in the 21st Century***
https://www.ed.gov/edblogs/technology/files/2013/02/OET-Draft-Grit-Report-2-17-13.pdf

Pictures of the devices that will be used to take biometric measurements of a student's ability to pay attention, etc., are provided on page 44.

The data measured will not be academic data. The study explains that learners and educators will get feedback on their behaviors, emotions, physiological responses, and cognitive processes. The study also warns of the dangers inherent when this information is incorporated in data collection systems. (p.48)

The study repeatedly expresses concern that any possible value will be outweighed by the damages. The study states, "For example, in accountability-driven climates and communities that place extremely high expectations on students, grit may not always be in the students' best interest. Persevering in the face of challenges or setbacks to accomplish goals that are extrinsically motivated, unimportant to the student, or in some way inappropriate for the student can have detrimental impacts on students' long-term retention, conceptual learning, and psychological well-being." (p 79)

As a teacher, I witnessed federal policies and federally created curricula strip children of their natural born grit, tenacity, and perseverance. Citizens find it reprehensible that the Federal Government would destroy these traits in our children intending to recreate these traits later for their own purpose. It makes parents feel as though their children are being created in an image approved by the Federal Government.

Race to the Top and Teacher Preparation by American Progress admits that data collection will not improve academic progress of students but the data can be used to justify shaming and humiliating teachers and students into improving their performances. Research shows that shame harms a student's ability to perform yet the new teacher performance programs will focus upon the use of student data to humiliate teachers, the colleges that prepared those teachers, and the students. The study states, "The lesson of the Title II reporting to date, however, is that many university-based teacher education programs appear immune to the notion of professional shame. The Title II story suggests that public reporting by itself will be inadequate as a lever for inducing significant change."(p. 12)

The American Progress study also addresses the need for developing state data depositories and strategies to raise awareness of available data and to share that data with stakeholders. (p. 26)

Stakeholders are described as "the general public (which also means policy makers, educators, and the media)." (p.19) Please note that the Gates Foundation, Google, College Board, unions and a variety of private companies have been referred to as "policy makers" in a variety of educational documents. This study identifies disclosure of information to be needlessly hindered by some policies (p.19)

STATE FIREWALLS TO PROTECT STUDENT PRIVACY WILL BE IGNORED

College Board created a policy paper called ***Guidelines for the Release of Data***
http://www.collegeboard.com/prod_downloads/research/RDGuideforReleaseData.pdf

David Coleman, an author of Common Core Standards, is the President of College Board. Coleman participated in the development of the data system used by President Obama during his most recent presidential campaign. Coleman has access to student data as a policy maker. The Guidelines reveal that College Board owns all information gathered through any of the college and Advanced Placement testing tools that College Board has created.

The guidelines state, " College Board data may be defined as information collected, derived, and generated from student, parent, educator, and institutional participation in College Board programs, and includes, but is not limited to, information such as test scores, test volumes, identification of

student names and addresses, identification of secondary schools that students attend (AI, or attending institution) and the postsecondary institutions that receive scores (DI, or designated institution); and data from SAT Questionnaires such as the course-taking patterns and extracurricular interests of individual students, as well as demographic information on student family background variables, such as self-reported race/ethnicity, parental education, and family income." (p1)

According to the Guidelines, College Board will make a profit from the data collected; "in recognition of the intrinsic value of the data as well as the cost incurred by the College Board in collecting and processing data, the College Board charges a license fee for the use of the data." (p.1) College Board defines a process for third parties to request data and the Guide states, "The College Board reserves the right to charge third parties an additional fee for licensing and use of the data." (p8)

The ability to protect the privacy of student data is threatened when the Federal Government has required that student data be accumulated on digital systems that are interoperable. This capability will allow the data and other information to be too accessible to the public. It will foster unwelcomed transparency for the educational community and will allow collaboration with other federal and non-federal agencies, the public, and non-profit and private entities. https://www.ed.gov/open/plan/digital-systems-interoperability

Parents are justifiably concerned. An ever increasing number of organizations are being allowed to make a profit from their child's data. This situation will significantly increase the chances that greed, self-serving goals, and political interests will outweigh the privacy rights of their children. Once parental protections are removed from the data distribution process, parents feel helpless and sense that their government is against them and their best interests. If a student moves to another district, that data can be transferred as it is now and the new district can insert the student data into that school district's data collection system. Parents do not want their child's data placed on interoperable systems that can be shared outside of the individual district.

(Please note: parents would NOT be alarmed if the data collected was limited to purely academic achievement and those medical records that would help a teacher keep students safe or help them learn more effectively. Students are already being asked personal questions about religious practices, gun ownership, alcohol usage, family relationships etc.)

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Home of the
Comets

The School District of Cameron does not discriminate on the basis of race, color, national origin, age, gender, or disability.

March 5, 2014

Remarks concerning the Common Core State Standards and opposition to SB619

I am Dr. Randal Braun, district administrator of the School District of Cameron, located about 50 minutes north of Eau Claire. Since 2010, 45 states and the District of Columbia have adopted the Common Core State Standards. Each state made its local decision to adopt after opportunities to review drafts and voice feedback. The CCSS are rigorous, internationally-benchmarked English language arts and mathematics standards that are designed to ensure that students leave school with the knowledge and skills needed to succeed in college and careers. The CCSS are NOT a national or state curriculum nor are they federally mandated. They were developed by a team of experts, educators and stakeholders in a process led by the National Governors Association and the Council of Chief State School Officers. Since 2010, the CCSS have garnered support from business, professional, advocacy, and policy stakeholders, and also have the support of national parent organizations.

Cameron began implementation of CCS shortly after adoption of the standards. We have spent considerable time and energy and made an investment of many thousands of dollars of taxpayer's money to do a thorough job of incorporating the Common Core into the way that we do business. Just like the major auto manufacturers have to re-design and re-tool now and then to remain competitive, so do our schools. We are once again engaged in that process; a process that promises to allow us to make great gains in the educational outcomes of our students.

Make no mistake, the Common Core is not just about what we will teach; it is mostly about how we are fundamentally changing how we teach to correspond with the research that indicates how our students best learn. No longer are we going to be covering our subjects a mile wide and an inch deep, but with the guidance and framework of the Common Core we will transform what students learn into deeply explored content that will translate into applicable skills. Skills that will allow our students to work more productively, learn more easily, and live more enriched lives.

There are those who think that somehow the Common Core is a Big Brother movement. Poppycock! Please listen to those educators, parents, and business owners who support the Common Core.

As for SB619 and its companion bill in the Assembly, I stand in opposition to those bills. It is not just Tony Evers and the DPI that stand firmly behind the Common Core Standards; virtually every superintendent, curriculum director, and principal in this state support the adoption and implementation of the Common Core Standards as an important step forward in improving education in Wisconsin. The Wisconsin Association of School Boards and the Wisconsin Manufacturers and Commerce also support the standards. In almost every district thousands of dollars and

untold amounts of time have already been invested toward implementation of CCS. The Smarter Balanced Assessment Consortium tests that districts are due to implement next year are tied to Common Core Standards. Starting over now is bad policy, a waste of time and money, and just plain dumb. I would agree with those who feel that SB619 is a blatant power grab by those forces who are working to weaken public education; allowing legislation that could lead to legislators writing standards is comparable to calling an accountant to advise a homeowner on what kind of plumbing to install. Thank you.

Sincerely,

Randal Braun

Randal Braun
District Administrator

Dear Sen. Olsen:

I would like to voice my deep concern for the proposal to establish a state task force to improve the Common Core State Standards, rather than keep the standards as they are and work diligently to implement them as skillfully and beneficially as possible.

First, let me say I do not question the motives of anyone who supports this plan. I believe they only want the best for Wisconsin, our children, and our teachers. But I do think there is a grave misunderstanding about what is being proposed. Please consider these few points:

1. Writing standards of this kind is a monumental undertaking. The relatively few words in the final product belie the enormous knowledge and labor necessary to craft such a document.

2. The CCSS used expert, specialist teams for each section of the standards. They drew from the entire nation to compile those groups. Subjects like English Language Arts were divided into smaller sections with expert teams for each. These were not run-of-the-mill committees relying on hard work and good intentions. These were top experts in very specific and often limited areas.

3. We're proposing to improve on their work with a limited group of very sincere, hard working people, none of whom is likely to have the necessary expertise in even one area of the CCSS, much less all the topics the CCSS covers. Who is qualified to rewrite detailed standards on each area of the CCSS? What are our chances of convening a team capable of such a task? It isn't possible to convene such a team from the entire world, much less just from Wisconsin. This is not a task ordinary professors, teachers, or concerned citizens can accomplish. We must be honest with ourselves on this point.

4. The proposed law would require the team to accomplish the impossible, and do it in 12 months. The team would be expected to produce math and literacy standards in 12 months. That timeline is evidence enough that the proposed task has been wildly misunderstood. Sure, they can produce something in 12 months, but there is no chance it would be better than the CCSS.

5. When we tried to write our own standards in the past the results were miserable. It is fair to say we had the weakest and least useful standards in the country. Just before the CCSS were revealed, Wisconsin was trying to improve our standards with a team of in-state experts. Those efforts were no better than the standards we already had. Those teams were specialized to each subject, and still they failed. Now we're proposing to try it again with many of the same people, factions, and forces that did it before, but with less

specialization and expertise. Why should this be better than before, much less better than the CCSS?

6. We already accept many national standards in our day-to-day lives. Doctors, dentists, lawyers, engineers, and others are trained to national standards. From electrical work, to road construction we accept and benefit from national standards to help us guide our decisions and conduct our business. In education, every textbook conveys a set of standards along with a scope and sequence of what should be learned and how to spend our time. We don't try to convene panels and write our own. Each of these limits local control in some way, but we understand that the benefits of expert standards outweigh the loss of local input.

I would never suggest the CCSS can't be improved, and I would never suggest we can't improve them, but the proposed route to improving the CCSS ignores the hard realities of this challenge. I urge you to set this proposal aside and consider a different approach: If we are to improve the CCSS, then target those specific areas we wish to improve. Convene specialist groups for each, and be willing to include top experts from outside the state. We should not be so parochial that we limit where we go for answers. If the top experts are elsewhere, and they most likely will be, then we should turn to them. If our child was ill we would go anywhere for help, not limit ourselves to Wisconsin doctors or Wisconsin medicines. We shouldn't limit ourselves to Wisconsin educators, either.

And, if we are to do this, we can't think a single group of committed citizens can cover the broad demands of the CCSS: every subject, every age group, every skill and area of knowledge. Trying to do so wouldn't be a matter of putting our faith in our own citizens and educators; it would be a case of heaping an unmanageable challenge on them and then expecting them to conquer it. It would be unfair and unrealistic. Anyone who thinks it can be done, or that they could do it, is sorely mistaken.

Step back. Think about this again. Let's find a better way to move forward with a very good desire to improve the standards without kidding ourselves about what needs to be done and who can do it.

Steven P. Dykstra, PhD

Licensed Psychologist
Founding Member, Wisconsin Reading Coalition
Member, Wisconsin Governor's Read to Lead Task Force, and Read to Lead Council
Senior Writer, Member of the Science Core Working Group, Literate Nation

Jeff Ziegler

Testimony to Wisconsin Senate Committee on Education on Senate Bill 619

Thank you for allowing me to share my thoughts.

First I should let you know that I am a teacher who has spent the last several years studying the CCSS and helping other teachers throughout the state prepare to teach them. So I like to think I am informed about what they are and what they are not.

I do, however, bring other perspectives to this issue as well. I am a parent of two high school students, I am a local school board member, and of course I am a taxpayer. All of these different perspectives inform my opinions on education in general, and the CCSS in particular.

As we debate the pros and cons of the CCSS initiative I think it is important to recognize and acknowledge something about any document that is created by a group of people. It is a compromise. Since it is a compromise it is likely that nobody thinks it is perfect. The CCSS are no different. I don't think it is a perfect set of standards. Like most people, I think I could do better. Of course if I were to write my perfect standards others would likely find them less than perfect. Some might even think they were about the worst standards they had ever seen.

As I stated earlier I have been working with these standards for several years. In fact, I've been working with them since before they were completed. Because of my work I was able to see and comment on early drafts of the math standards. And while I still don't think that the end result is everything I would have wanted, I do think that they improved throughout the vetting process.

On the whole the CCSS for Mathematics are focused, clearer, and more rigorous than our previous state standards. But I feel the need to say something about rigor. Part of the impetus behind this hearing is the statement by our Governor and others that Wisconsin should have standards that are more rigorous than other states. Disregarding that there are different definitions of rigor, we need to be careful of falling into what I will call the "more rigorous" trap. We could indeed draft a set of standards that are more rigorous than the CCSS. Then Illinois could rise to the challenge and create standards that are even more rigorous than our more rigorous standards to show how their education system is better than ours. We would then of course be compelled to create even more rigorous standards. I hope you can see where this is going.

Jeff Ziegler

Questioning whether or not we could write more rigorous standards is the wrong question to be asking. The question we should be asking ourselves is; Do our standards have the proper level of rigor? This is much more complex question. To answer this question we need to consider a number of things. We need to decide on our desired outcomes. We need to consider how students develop cognitively and emotionally. We need to consider the ability of our education systems to deliver curriculum and instruction aligned to our desired level of rigor.

Debating whether or not CCSS set a high enough bar for rigor is the wrong debate and in my opinion a waste of everyone's time. A conversation about how to ensure we have the right level of rigor is a conversation I, and many educators I know, would be more than happy to have.

All of that being said, I think it would be a big mistake to throw these standards out under the misguided belief that Wisconsin could create better, or more rigorous, or whatever superlative you want to use, standards. Even if we truly felt the need to draft a different set of standards, creating a politically appointed board to oversee the process is the wrong way to do it. The education of our children has become for too politicized already. Having a politically appointed board draft standards that legislators could then debate and edit would only serve to further politicize education. It likely would also guarantee that the standards that resulted from this process would not be accepted by a large part of the population.

My argument for not throwing out the CCSS and starting over does not hinge on my love of the standards. As I stated before, I fully acknowledged that they are flawed. And I think we need to both acknowledge these flaws and work on improving the standards as we move forward with implementation. In fact, I look forward to engaging in this work with educators in Wisconsin and across the country. Right there is one of the big advantages of using the CCSS, we won't have to do the work or implementing them and improving them by ourselves. We can work with educators across the country.

But my main reason for urging you to not give in to those who want to throw out these standards is that educators at the state, district, and school level in our state have spent the last few years preparing to implement these standards. I'm not even sure how you would calculate the resources that have gone into this. Districts and schools have probably spent millions of dollars on teacher training and curricular resources. They have invested untold man hours getting ready. Teachers have spent their own money and given up their personal time learning about these standards and what they need to do make sure their practices match the rigor expected. I have spent many hours working with these teachers and seen first-hand how invested they are in the

implementation of the CCSS. As part of this work school and districts have recognized the need to provide time for teachers to collaborate and have adjusted their practices and schedules to make this happen.

If we were to throw out the CCSS with the intent of starting over we would once again be doing what has happened far too often in education. Just as we are about to see the payoff of all of this effort focused on a singular target, we would be moving that target. We would once again be sending the message to educators that they shouldn't get too invested in the next big movement because it won't last. When we do this we make it that much harder to do the things we need to do to improve our schools.

I urge you not to make this mistake once again. Yes, we need to work on improving these standards, so let's focus on doing that, not take another step backwards because someone feels the need to pander to one group or another.

Jeff Ziegler
Teacher, School Board Member, Parent
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PLEASE GIVE ~~A COPY~~
TO SENATOR LEIBHAM JR
& TO BE DISTRIBUTED
COMMITTEE MEMBERS

COMMON CORE

Presentation by Vince Schmuki at public hearing dated 3/6/14 in 411S Capitol Madison WI.

Thank you all for inviting the public to contribute to shedding light on the subject of Common Core Federally mandated standards.

First off, let me be clear, I am not a paid representative, I am not someone bussed in as part of the educational establishment, I am not part of any organization holding a partisan stance on Common Core.

However, I am a grandfather of eight young grandsons just entering their school years. I myself have benefited from a fine educational system and am a proud 1977 graduate of Waukesha South High so I know what a properly functioning educational system is supposed to look like and act like. I want my grandsons to have a system that holds high standards with excellent teachers, administrators and actively engaged involved parents. In other words, I want a system that works for my grandsons as well or better than the fine system that served me.

As I look around this room today, I know there are groupings of people. Some have a vested stake in seeing Common Core passed. Some are blissfully ignorant of the intricacies and implications of a full blown incarnation of Common Core standards agenda and are just riding the boat that rocks the least. Others know all too well what Common Core really is, how it came to pass under cover of darkness and why you people need to fear people like me.

To the vested interest group, I get it. You paid experts are hired guns; you show up, fire a few lobbyist rounds and collect your paycheck on the way out the door to your next enlightening presentation. To you I say, have a great vacation in the Bahamas. You don't impress us much.

To the blissfully ignorant I say, you won't be blissful after today.

The rest of the group is made up of those who know full well what Common core entails. First, to those who are fighting for all of our children that they might have a future where the education system in WI encourages all children to live up to their full potential. Fighting for a system that encourages critical thinking skills that encourages reason and logic over fuzzy emotions. A system that allow the freedom to choose career tracks versus being tracked and placed in the system chosen career for students a la the European socialist model. A system that has fine teachers who are encouraged with a merit system that promotes excellence. A system that actively promotes parental involvement and oversight of the curriculum. To you I give my greatest gratitude.

To the rest of those who are fighting to push Common Core on us- SHAME ON YOU! You know full well Common Core's origins in the millions in seed money given by the Gates Foundation. And watered with millions more of K-Street lobbyist money to ensure implementation. You know full well the poisoned apple that was offered to the largely cash strapped states by the Feds -the states having bitten into "Race to the Top"educational stimulus funds then obligated themselves to adopt the Common Core Federal standards. And all of this was to be ramrodded though at Blitzkrieg speed before anyone caught on or had time to put a spotlight on what was really happening with this designed "fundamental

transformation" of our once fine educational system. To you who have declared war on my eight young grandsons and others children and grandkids, I and others here are taking it personally, very personally. You are put on notice we are engaging the battle with knowledge and with speaking truth to power. And truth wins every time!

Let us examine the insidious process of Common Core implementation. Let's take a look at what we are being told.

If we do not adopt the standards we will have lost all the effort put forth so far. Okay let's examine the effort put forth so far. Of the original four states that were the early cheerleaders for Common Core. ALL FOUR HAVE REJECTED IT. New York being the most vehemently vocal of the group. A state where the overwhelmingly democratic teachers union has demanded that C.C. be stopped and where the DPI head was unceremoniously fired for even implementing it in the first place. Let us look at what the State of New York just this week has proposed for putting the brakes on Common Core's disastrous rollout there:

March 2, 2014 (The Journal News)

ALBANY – The state Assembly has introduced legislation to delay the use the Common Core testing standards on students' grades and teachers' evaluation, the latest move by state officials to address the outcry over the controversial program.The bill (A08929) is set for approval by the Democratic-led Assembly today, Assembly officials said.

"The implementation of the Common Core has caused significant challenges that have strained our school districts, administrators, teachers, parents and, most importantly, students," the bill states.

The bill would delay much of the Common Core testing, particularly for third through eighth grades, from being used in evaluating the performance of students and teachers for two years. After its first year last school year, Common Core testing led to a major drop in test results. The legislation would order the state Education Department commissioner to look at ways to eliminate some testing and ban standardized tests in kindergarten through second grade.

The Legislature could overstep the Board of Regents' changes by adopting a new law, and the Senate, controlled by a group of Republicans and Democrats, have said it too supports a delay on the use of the new testing on grades and evaluations.

JSPECTOR@Gannett.com

In Kentucky, another early adopter state, the test scores after 3 years of implementation of C.C. dropped from 79% to 39%!

So now the question we see, based on previous states' experience, really becomes not what will delaying and fully examining Common Core cost us now but what will a rush to implement it cost us in the future as New York and others have experienced. And that doesn't even take into account the incalculable real cost to the students who are terribly struggling in the C.C. states! Let us all be good students and learn from the other states mistake of rushing to implement common Core.

We are also being told that a federal bureaucracy of experts should handle the question of education standards. Yet, when the federal standards were being formulated by the five person panel, yes that is what I said, a whole total of five people wrote the original document that came out of the C.C. standards validation committee. Neither of the two dissenting opinions by experts, Mr. Milgram the consulting math expert and Dr. Stotsky the consulting English expert, who both vehemently disagreed with CC's content and methodology, were included in it. It would seem that treasuring expert advice is a rather subjective process, doesn't it?

We are being told that C.C is only about reading writing and math and yet when one goes to the well it is amazing to see what is pulled out. Science standards, social studies standards, art standards, and sexuality standards are all part of the Federal mandates. Sexuality standards that begin in kindergarten no less. Let's examine what the experts consider appropriate shall we. (GO TO HIGHLIGHTED PAGES)

So now we are a little more familiar with how far beyond the three R's C.C. goes. It appears that this beast has legs and continues to get around. It is also beginning to sound more than a little like "we have to pass this bill to see what is in this bill" doesn't it?

I could go on but I do not want to abuse the time offered to me but let me finish with this. We have watched as the health care system has tried to be "fundamentally transformed" and basically become Federalized. It is not only not pretty but in some respects it is an outright lie!

Before we offer up our state educational system for "fundamental transformation" that promises you can keep your existing system -only better –PERIOD, let us examine the existing federalizations that are currently not working. Let us remember that to place control of standards and by design curriculum that will flow from and be mandated by the Feds to the states means that the states and their localities lose control of not just standards but inherent in the process the values that represent who we are as Wisconsinites. While the Feds may or may not have Wisconsin's best interest at heart is not really in question. What we do know is that Wisconsin parents, teachers and administrators want control over the process and for the content and values to reflect who we are locally, not who the Feds want to make us believe they know what we should be!

Lastly, I want to especially thank Sen. Leah Vukmir who has tirelessly spent decades, from her forming the group PRESS-Parents for Raising Educational Standards in Schools over 20 years ago till now, fighting to keep standards high and locally based in WI. I have known her from the PRESS years on and Leah has always fought for the best interests of our Wisconsin children and anyone would be a fool to now question her intent and reject her efforts in establishing the best and highest path with Senate Bill 619

Thank you all for your time and attention in this very serious matter.

My name is Felice McKnight. I live in Grafton and am joined by two of my six children, Maxwell and George. I have a degree in Educational Psychology which I used to teach in the Utah public school system for two years. Shortly after this I chose to work at home as a full-time mom and homeschooling parent. Thank you for giving me the opportunity to speak.

First I would like to submit close to 130 Public Hearing Slips containing the names of men and women from 10 different counties across the state who are in favor of Senate Bill #619 but could not be here personally.

I would like to raise three questions about Common Core: First- How does Common Core prepare our children academically for the future? Second- How does Common Core affect homeschoolers? Why should we care? And Third- What is the cost of Common Core to WI tax payers?

1. How does Common Core prepare our children academically for the future?

The official website of the Common Core Standards corestandards.org, defines CC as a set of rigorous standards designed to prepare our kids for "college and career readiness at an internationally competitive Level" [1]and to give them the skills necessary to compete in a global economy.[2] That sounds pretty impressive! Let's look at a math problem from the Investigations Math Curriculum used in CC to see how it measures up.

The math problem states "Betty bought 1,568 stickers. For her birthday she got 1,423 more. On Monday she went back to Sticker Station and bought 680 more. How many stickers does Betty have now?"

Most of us would see this as a fairly simple math addition problem where we would stack the three numbers on top of each other and add with regrouping to get the answer. Using CC children are taught to draw squares, cubes, lines and dots to represent numbers. After drawing they then add the shapes that are the same together to get the answer.

Using the CC method, this problem took one young girl about 8 minutes to complete.[3] She then showed how she added using the stacking method that she had been taught at home but was not allowed to use in school. This took her about 1 minute. When she finished she noticed that the two answers were not the same. The answer she got from stacking was correct.

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[1] http://www.corestandards.org/about-the-standards

[2] http://www.corestandards.org/resources/frequently-asked-questions

[3] https://www.youtube.com/watch?v=1YLIX61o8fg

Her mom asked her what happened and she said, "It wasn't as confusing to stack. It was more organized."

This misunderstanding of math is not an isolated incident. Low test scores in math and reading[4] is one of the many reasons 23 of the 48 states who have adopted CC are in discussion or taking action towards withdrawing from Common Core[5]

If we want our children to have enough competency in math to "compete in a global economy, to be college and career ready at an internationally competitive level" we need proficiency, accuracy, and speed. These are skills that are taught with memorization, repetition, and the building of concepts one on another, not the laborious drawing and combining of non-related symbols.

2. How does Common Core affect homeschoolers? Why should we care?

Both my husband and I have college degrees. My husband's is in Italian and Spanish and mine is in Educational Psychology. Our children have aspirations to follow in our footsteps. For now homeschool families are able to use the curriculum of their choice to teach all subjects. This works unless all of the tests students must take to get into college use the Common Core Standards.

Most exams required to get into college including the ACT,[6] the SAT[7], and the Wisconsin State achievement tests already align or are being changed to align with the Common Core Standards. What that means for me is instead of being able to encourage unlimited exploration in fields of interest, cultivate confident problem solvers, and ensure academic excellence based on sound academic principles, I will have to teach to the test. Ultimately colleges and universities could require applicants to have gone through a Common Core-aligned K-12 education.[8] This directly affects homeschooling parents and children living in Wisconsin.

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[4] http://www.csmonitor.com/USA/Education/2013/0808/New-York-test-scores-hint-at-hard-road-ahead-for-Common-Core

[5] http://truthinamericaneducation.com/uncategorized/states-fighting-back-map-update-2/

[6] http://www.act.org/solutions/college-career-readiness/common-core-state-standards/

[7] http://research.collegeboard.org/publications/content/2012/05/common-core-state-standards-alignment-readistep-psatnmsqt-and-sat

[8] http://www.breitbart.com/Big-Government/2014/01/10/How-Will-Homeschoolers-Be-Affected-By-the-Common-Core-Standards

3. What is the cost of Common Core to WI tax payers?

Through the Race to the Top initiative, each of the 48 states that have committed to CC have received federal funding. But that money will not cover all of the costs.[9] The following is a list of expenses not covered in the federal funding that will have to come out of the pockets of Wisconsin Taxpayers. [10]

- Textbooks currently being used will not align with CCSS and will have to be replaced.
- 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.

What will that dollar amount be for the taxpayers of WI? Let's prevent this excessive, unnecessary spending and save WI tax payers millions of dollars.

When politicians run for office or re-election what is one of the #1 phrases used to attract voters? "I promise to cut taxes!" Most Americans like to hear that their money will be safe in the hands of their elected officials. You have an opportunity to prove your accountability and practice fiscal responsibility with your constituents money. That can only serve to secure votes. In the coming election year it will be crucial to demonstrate your ability to be fiscally responsible by pointing to valid examples. Pull WI out of our current CC agreement and adopt Senate Bill 619!

In conclusion, Congress already voted a health care law into existence without having read it and which American's couldn't read until after it was passed. Common Core is an even greater breach of trust. None of this was enacted through the usual legislative channels.

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9 http://www.educationviews.org/states-taxpayers-cannot-afford-common-core-standards/

10 http://stopcommoncoreinwisconsin.com/category/unfair-to-tax-payers/

I ask each of you to please consider the information given and listen to the voices of many of the men and women in Wisconsin who do not want CC but are in favor of Senate Bill #619. The sooner we can act the better! Don't wait until the fall to vote! Please vote now! Thank you

The following are quotes from constituents in different districts about their experiences with Common Core.

A mom from Brookfield says - "Every year that my children have been in school, the education gets worse and worse. I see a huge difference between the first child and the last."

A retired teacher in the Milwaukee Public Schools says- "While it wasn't in full swing while I was teaching, I knew what direction schools were headed. The math is horrendous!!! "

A Grandmother from Brookfield says- "The math segment has caused a number of teachers to resign because they refuse to teach math the CC way. One of our daughters- in-law homeschools her children now because of the math program."

A mom in Grafton explained that she has to teach her elementary age daughter math at home using Saxon Math because her daughter does not understand the math being taught in Common Core.

Retaining Constitutionally Guaranteed Liberty
and
State Sovereignty
Rejecting the Common Core State Standards

The Pending Rejection states are so marked as a result of serious discussion or action taken towards withdrawing from the Common Core State Standards, withdrawing from PARCC or SBAC, delaying implementation of standards or assessments, or not funding the implementation. The discussions or actions considered include public forums, legislative bills, and hearings on state legislative floors in 2012, 2013, or 2014.

Alabama
- SB 190 https://app.box.com/s/oz1r70tkybijonntkpm2
- SB 403 https://app.box.com/s/dzauumx9zoei49y4jl5x
- HB 565 https://app.box.com/s/m1taedpouymza2fb32ol
- HB 254 https://app.box.com/s/r44s60nterkaz35iy3m9

Arizona
- SB 1153 https://app.box.com/s/v2cf5o339kv5gv7g0m7j
- SB 1095 https://app.box.com/s/ua8dialp9dkpstl6qozj
- HB 2316 https://app.box.com/s/m1veixv13wg75hq3e1mh
- SB 1310 https://app.box.com/s/p0awf6zpukhqci42yl33

Arkansas
- HR 1007 https://app.box.com/s/4zna2wx7kwjeak3vcufk

Colorado
- SB 14-136 https://app.box.com/s/cfxev0aab3k8k3qqipqe

Connecticut
- SB 53 https://app.box.com/s/g8upvgq1p9mkuori5tnk

Florida
- HB 377 https://app.box.com/s/1snrtv4o91t9zotdakix
- HB 25 https://app.box.com/s/36sps5xbfwe8e6y83k07

Georgia
- SB 167 https://app.box.com/s/y9bi4nuds5sfissp18v7
- SB 203 https://app.box.com/s/77eugqhv5nw3j71wx83g

Idaho
- Hearing http://www.idahoreporter.com/2013/common-core-ed-standards-face-hearing-in-house-committee/

Illinois
- HR0543 https://app.box.com/s/sbc352m5m0jvbszs938y
- SR0638 https://app.box.com/s/t6g6eq0brcj2alduoemf

Indiana
- SB 0193 https://app.box.com/s/px1jfvz1j0hdslmec5bf
- HB 1427 https://app.box.com/s/c9hq6pcoot83nysifnsm
- SB 91 https://app.box.com/s/7jni7cpnmufjzq5xjubi

Iowa
- HF 215 https://app.box.com/s/iyaoo5p5qcen0yhxxy7n
- HF 2140 https://app.box.com/s/ob8e9id5py6ow9da8cs4
- HF 2141 https://app.box.com/s/9nderfhssmv2looto6lz
- SF 2123 https://app.box.com/s/wbscw15arr2mj3cgj81t
- HF 2204 https://app.box.com/s/gy6azwn6u76jgntm8hjs

Kansas
- HB 2289 https://app.box.com/s/82cre25e5odaqmrizr4s
- S Sub for HB2391 https://app.box.com/s/m7ex4oe0yfa7atie0k8x
- HB 2621 https://app.box.com/s/3dfx7c5y7a36697u0xzo

Kentucky
- HF 215 http://www.lrc.ky.gov/record/14RS/HB215.htm

Louisiana
- SCR 68 https://app.box.com/s/wm7q4m7yfcluem2d81t8

Maryland
- HB 76 https://app.box.com/s/tpqk0noqlvbltw3cos4a
- SB 408 https://app.box.com/s/s1zqphco5oolubsjv9k3

Michigan
- HB 4328 https://app.box.com/s/6a3oxd9hqy1ru7wq5ehc
- HB 4276 https://app.box.com/s/jis7lkpbbca1laurb09g

Mississippi
- SB 2736 https://app.box.com/s/t4ypxfmyg95j5dyptlql
- HB 1708 https://app.box.com/s/693ssfy7z9ikcx8eoto9
- SB 514 https://app.box.com/s/syfu1qlpgcz14t3qkq5t
- SB 798 https://app.box.com/s/er12hdeuitcsuabhk6wa

Missouri
- HB 616 https://app.box.com/s/t38c58vzzomx7jqtn0bx
- SB 210 https://app.box.com/s/v0xx9xf3os68qlttemkf

New Hampshire
- HB 1239 https://app.box.com/s/bma2z55r77iipbnlw9ch
- HB 1508 https://app.box.com/s/9vvj0vpx8nb1ulv756lo
- HB 1496 https://app.box.com/s/lkjqulv202a6umyofwad

New Jersey
- S2973 https://app.box.com/s/v5flbbjim3adam0q7er9
- A4403 https://app.box.com/s/cgdxx7p8qqi8y2wq3i3p

New Mexico
- SB 296 https://app.box.com/s/qnru35i1hyhcsoyzbqba

New York
- AO7994 https://app.box.com/s/c79cqxquvcflv1un94h9
- S 6267 https://app.box.com/s/ek97pcoe7sucgy64wsmm

North Carolina
- HB 733 https://app.box.com/s/a0d64izixm12hd40bi8z
- HB 718 https://app.box.com/s/u8v3h2c92d6rn0mwoqt5

Ohio
- HB 237 https://app.box.com/s/8z1ax20dati377677y6j
- HB 413 https://app.box.com/s/8iv8v9hwn3iwvhb8ucip

Oklahoma
- HB 1907 https://app.box.com/s/cbvc26wb40ryz51m5qkv
- SB 1146 https://app.box.com/s/pr9y0zrofmpnj5a4qors
- HB 2786 https://app.box.com/s/kd01x62cnwyz9tsnay5z
- HB 2849 https://app.box.com/s/rkwm04hnc4tkprd8brjm
- HB 3331 https://app.box.com/s/qb3miqhz4135pl7fxfir
  HB 3166 https://app.box.com/s/qbrtxehak5ktf9sf7a9c
- HB 3399 https://app.box.com/s/npiqtmeytwv7vgl50kkq
- SB 1310 https://app.box.com/s/7ts4rixlntyu41parxxb

Pennsylvania
- HB 1551 https://app.box.com/s/rwujorp5tufffyvyfrbb
- HB 1552 https://app.box.com/s/ljdemab78cvapyumpknn
- HB 1553 https://app.box.com/s/34m6l01pi1yy6812dmem
- HB 1555 https://app.box.com/s/8012g8wr9yf0039j2s2v

Rhode Island
- H 7095 https://app.box.com/s/zfai74640nvz0mjhtfb9

South Carolina
- SB 300 https://app.box.com/s/znvp0kg9i0n9o2pc2htc
- HB 3943 https://app.box.com/s/5t2uh7rlo12ylnkq4sgd

South Dakota
- HB 1204 https://app.box.com/files/0/f/874055226/1/f_8049280940
- HB 1237 https://app.box.com/s/ri01px8g7hwb4l89k2a4
- HB 1214 https://app.box.com/s/tcd9k7cz5iqowgj0945j
- HB 1187 https://app.box.com/s/6kcuh2rp7q0c6hcsugvy
- HB 1243 https://app.box.com/s/ia281pj73cjtgzlk6kpp

Tennessee
- SB 2405 https://app.box.com/s/9x0uc718fqjtwjgd0sg9
- HB 1549 https://app.box.com/s/4qn2kylk8kddhfzefq83
- HB 1826 https://app.box.com/s/ra3kjwml9pwu6jptalex
- HB 1825 https://app.box.com/s/dy4qex6l8i812jj0c7un
- HB 1828 https://app.box.com/s/bv27ui88gngw4yjuuhuw
- HB 2253 https://app.box.com/s/jom2p38ty2rg1vye4gjq
- HB 1696 https://app.box.com/s/rsw1s1mcbde5uojbqf70
- HB 2290 https://app.box.com/s/3gcvz0s03wel3bxjkrcv

Texas
- HB 462 https://app.box.com/files/0/f/874055226/1/f_8049165958

Utah
- S.C.R. 13 http://le.utah.gov/~2012/bills/sbillint/scr013.pdf
- HB 0342 https://app.box.com/s/qd935wrfjexwj8x4r8oz

West Virginia
- SB 429 https://app.box.com/s/iwljn0zg8y7mzzb3q9yv
- HB 4390 https://app.box.com/s/q117slkkwfsx9ww3q3e9

Wisconsin
- SB 619 https://app.box.com/s/y6zz0y2x2zn4rkkfmwst

Wyoming
- HB 0097 https://app.box.com/s/7rfzy5aeaolupry39z7n

Most of the links provided above are to legislative bills. It is not possible provide links to all of the media coverage, hearings, and public forums addressing issues related to the Common Core State Standards. The links above are only provided to show a state meets the stated criteria and qualifies as a Pending Rejection state.

A more complete document containing links to the history and bills can be downloaded at
https://app.box.com/s/o2xocppza49hi6oiu73j .

MN appears on the map as having rejected the CCSS. MN did not adopt the CCSS for Mathematics. MN and the other states presented in blue are shown on the Common Core State Standards Initiative map as Not Yet Adopted.
http://www.corestandards.org/in-the-states

Visit the **Truth in American Education** Related Websites page for links to groups actively working to stop the Common Core State Standards implementation and related issues.
http://truthinamericaneducation.com/about-us/related-websites/

Shelley Joan Weiss
Wisconsin Commissioner
for the Interstate Compact for the Equal Educational Opportunities for Military Children

Testimony in Support of the Common Core State Standards

I am Shelley Joan Weiss and I'm very proud to be the Wisconsin Commissioner for the Interstate Compact for the Education of Military Children. I work with districts and schools to ease the transition for the children of military families as they enter our Wisconsin schools.

I imagine that some of you were the children of military families. Some of you have served our country in the military and have moved your children from district to district, state to state, and even to other countries. I was the child of a military family as my father served in the Army and the Army National Guard. I moved many times as a child, barely remembering all the schools I attended as my family moved between seven states. I also served over 25 years in the Wisconsin Air National Guard and the US Air Force Reserve, attending international schools and spending a great deal of time with families who moved extensively - just like I did.

I am here on behalf of the military families and particularly school aged children who cannot speak for themselves. I join the leaders of the Department of Defense, all branches of the military, and organizations that include and represent military leaders and families who support the Common Core State Standards. Having the Common Core in place ensures that performance expectations are consistent across districts and states, something that is extremely important to the success of children of military families. Students need to know that the standards and expectations for academic excellence will be consistent as they move.

All highly mobile children, but particularly the 1.8 million children of military families, face unique challenges when transitioning from school to school. Our job should be to remove barriers for these children. Ensuring that students can work toward achieving the same educational standards in every grade level across the US and in Department of Defense Schools globally, helps level the playing field and remove major barriers to success. The Common Core removes disparities in standards between states that often left the military connected child either unprepared or having to repeat content.

I want all Wisconsin graduates to be competitive nationally and globally, just like military families, military, and corporate leaders. Like you, I want Wisconsin to be an attractive, competitive, location for the military, businesses, and industry. Military and business leaders highlight that the Common Core State Standards increase rigor and raise performance standards for all children in public and Department of Defense schools. The more well prepared our students are, the more well prepared they are to enter the military, higher education, and the world of business/industry. A well educated populace makes Wisconsin an attractive location for the military, business, and industry.

In November 2013, Michael J. Petrilli, Vice President of the Fordham Institute, a right-of-center education policy think tank, testified in Ohio, voicing the Fordham Institute's STRONG support of the Common Core. I want to share six key points he clarified about the Common Core. He said quote:

1. Fiscal responsibility. The Common Core protects taxpayer dollars by setting world-class academic standards for student achievement—and taxpayers and families deserve real results for their money.

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

3. School choice. The information that comes from standards-based testing gives parents a common yardstick with which to judge schools and make informed choices.

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

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

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

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

Wisconsin stepped into the future in 2010 adopting the Common Core State Standards. Wisconsin educators have been retrained, have developed new, aligned curriculum, and are ready to begin a new assessment. Higher standards finally have momentum in the Badger State. Don't slow our schools or districts down now. Don't retreat to mediocrity. It's time to seize the moment and move forward in a strong, unified manner. We respect and honor the members of the military - we should demonstrate the same level of concern and support for their children and families. The children of military families deserve the best, ALL Wisconsin children deserve the best. Common Core offers our students the same opportunity that students in 45 states, the District of Columbia, four territories, and the Department of Defense Schools have - the opportunity for a rigorous, content-rich, cohesive PreK–12 education - the opportunity to be the best!

Thank you for your support of the children of military families and all children in Wisconsin. Thank you for supporting the Common Core State Standards.

Testimony Against Senate Bill 619
submitted by Kathy Champeau, WSRA Legislative Chair
March 6, 2014

The Wisconsin State Reading Association supports the current Common Core Standards adopted in Wisconsin to guide our educators in developing the skills necessary for our students to be successful when graduating from high school to pursue both college and career endeavors. After studying these standards in depth for the last three years and working to implement them in classrooms across our state, WSRA leaders and members acknowledge it would be both a financial and educational disaster to abandon them in midstream by creating a Model Academics Standards Board to basically recreate the wheel. Decreeing that new English Language Arts Standards would be hastily created in one year's time by a board comprised of mostly non educators to replicate what took several years to develop is not only a gross waste of time and money but most importantly leaves our parents and students with uncertainty. There are no guarantees that quickly developed English Language Arts Standards would result in more comprehensive and rigorous learning for Wisconsin students. There is a grand assumption that this new process would result in better and more comprehensive standards. Those who have expertise in creating standards know that a hasty process is not a thoughtful process and the chances of creating better standards are highly unlikely – especially when the process is led by individuals with no educational experience.

What WSRA finds particularly egregious is the disregard for the enormous efforts of schools across our state to implement the Common Core standards in meaningful ways. To be directed to scrap those efforts and to wait to start again with standards that have no guarantee of better quality and with no comparison or examples of what that better quality even looks like is foolhardy. Efforts are beginning to pay off in implementing the current standards as documented repeatedly by the countless testimonies of superintendents, principals, and teachers in October of this year. We have documentation that great strides are being made. As responsible and thoughtful citizens, we have to ask ourselves if what would be gained through this proposed legislation and new political process of a Model Academic Standards Board would offset what will be lost. What will be lost are the cohesive goals already in place and the implementation of rigorous standards that are already demonstrating positive results for our students. What will be lost is the tremendous amount of resources already invested that have been documented as making a difference for our students at a time when our schools are mandated to do much more with much less. What will also be lost is the money it took for professional development and the investment in resources to implement these standards for our students. Our expectations are to spend our money wisely. This proposed legislation contradicts these expectations and is clearly not a wise economical decision. But most importantly, what will be lost are the years it will take to replace what has already been accomplished, placing our Wisconsin K-12 students in a holding pattern for a weak promise of better standards. Any mirage of a gain would not offset the egregious loss. At the end of the day, our Wisconsin students would directly feel the impact of all that will be lost.

March 6, 2014

I have been a member of the Wisconsin State Reading Association since I started teaching twenty years ago and am honored to be in line to serve as president. My membership and the membership of approx. 3000 of my colleagues across the state has allowed us to develop professional expertise in the area of literacy. We believe that literacy is a complex process that requires a comprehensive approach and the Common Core State Standards provide guidelines for this approach. Students are expected to read more nonfiction text, respond to text specific questions, use and apply vocabulary as well as support ideas with evidence from the text, read materials appropriate for their level and share their new thinking through the use of technology in authentic ways. The complex process of developing literacy is not limited to reading class, but reaches into the content areas since students are encouraged to synthesize all that they are reading to develop new thinking: *Standard 10 of the Common Core ELA Standards.*

The Common Core State Standards have been a catalyst for a change in mindset. One mindset shift is a greater focus on critical thinking skills. Information is easily accessible, however as critical thinkers students need to determine if the source of information is credible or not. Students work to apply information in new and innovative ways and then share it. Another mindset shift is that our world is a much more global world and we need to think in the larger context. The Common Core State Standards also help when speakers from across the nation come to share their expertise, or students move here from other states, or teachers move to our state because we all share a common goal.

In 2010, when the Common Core State Standards came out, WSRA members unpacked and dug into the standards to really understand how they were different and could work. Some key areas for building professional expertise became apparent and with research we addressed the needs of our members. One example is the idea of text complexity and how educators can use it to better meet the needs of our students. The CCSS addresses this in Appendix A defining text complexity in qualitative dimensions, qualitative dimensions and student to task considerations. Another example is disciplinary literacy which addresses the many different types of reading students will use not only in an academic setting, but in careers. The Common Core State Standards really brings the theory of learning back into focus.

Taking my professional growth from WSRA into my own 4th grade classroom I have experienced many positive results from implementing the Common Core State Standards. These changes started small and have been built on over the last three years. In reflecting, I have become a stronger educator.

Last year, students noticed more choices in the content that they could work with although I kept a focus on the structure of their learning. For example, in studying historical fiction, students could choose a historical event they were interested in. Then they read both fiction and nonfiction sources related to their topic. Students shared their new learning through developing a newspaper heralding their historical event. Students with similar topics worked collaboratively

and were quite creative. One group focused on Egyptian history; their newspaper was complete with want ads for pyramid builders and obituaries for pharaohs. Another student with an interest in volcanoes had the opportunity to email with an actual volcanologist. My year ended with a parent email in which she shared a comment from her daughter, about how she felt learning was fun and exciting.

My class this year is a bit different, but they are coming around to where they are appreciating the choices they have and are willing to run with their ideas. One boy who struggles with writing was in tears as he finished his variation of a traditional literature story. He hadn't seen himself as a writer before. (I cried too.) The same boy wrote about a passion of his in response to a story we read. He shared how his passion for drawing helped him calm down when his little brother really frustrated him.

The final example is myself. One would expect an educator to be a critical thinker. I have become a much more critical thinker especially in the last few years, perhaps because of the Common Core State Standards, but also because I have been reminded that as a citizen of Wisconsin and the United States, education is at the heart of a democracy. So I leave you with a quote " I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take power from them, but to inform their discretion through instruction." - Thomas Jefferson

Respectfully,
Gale Gerharz
4th Grade Teacher
Clay Lamberton Elementary, Berlin, WI
WSRA Vice President

"I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised, for the preservation of freedom and happiness...Preach, my dear Sir, a crusade against ignorance; establish & improve the law for educating the common people. Let our countrymen know that the people alone can protect us against these evils [tyranny, oppression, etc.] and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance."[2]

1787 December 20. (to James Madison) "Above all things I hope the education of the common people will be attended to ; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty."

"...wherever the people are well informed they can be trusted with their own government..."[5]

Thomas Jefferson quotes - http://www.monticello.org/site/jefferson/quotations-education

Testimony before the Senate Education Committee on SB 619
March 6, 2014

I am Dave Polashek, Superintendent at the Oconto Falls School District. I have been in the business long enough to remember a time when 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.

Over time that changed as school districts put a greater emphasis on curriculum development. Some districts did this on an individual basis while leaders at the state level were determining if it made more sense to write unique Wisconsin standards 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 to apply to all districts in Wisconsin.

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. As a result of our work with the Common Core in English Language Arts, 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 are reading and writing in different ways.

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.

Turning to the math, teachers found the need to raise the level of rigor and 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. Communication is a regular part of today's math curriculum.

Teachers have much more of a sense that "We are in this together." Students have a heightened awareness of their own accountability for achievement.

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 in the district. The adage, "You can't do the same thing and expect to get different results," has changed much of how we operate and our expectations of ourselves and of our students.

Our experience with the Common Core Standards has been positive and worth every ounce of energy we have invested in them. We began training in the Common Core 3 years ago and began to implement these standards in math and English language arts. After researching a number of alternatives we purchased new math materials fully integrated with the Common Core.

This year after only two months of full implementation of the new math standards, we saw significant gains in WKCE scores in cohort groups from 2012-13 to 2013-14. At one grade level we saw growth from 37% of students in the grade level scoring proficient or advanced to 48% proficient and advanced. Another grade saw growth from 49% proficient and advanced to 64% proficient and advanced. Yet another showed growth from 51% to 77% percent proficient and advanced.

Equally impressive were gains on NWEA MAPS scores from September to January 2014. In addition, teachers report students are more able to talk about math processes and concepts.

In conclusion, there is no question in my mind that our district's effort to implement the Common Core State Standards is the factor that made the difference in these student achievement scores. The increased rigor is there. Now is not the time to turn our back on the Common Core. To start over after these success stories would be a serious mistake. Wisconsin is on the right path. We have the data to prove it. We urge your opposition to SB 619.

3. The clear intent of this bill is to repeal the Common Core Standards. **Repealing the ELA (English and Language Arts) and Math Standards will have a detrimental impact on the students of Wisconsin; both from a timeline and limited fiscal resource standpoint.** SB619 prohibits public school districts from taking any further action to implement the Common Core State Standards (CCSS). I would like to remind the committee that public school districts have been developing and aligning their curriculum to the CCSS since 2010. The LFB memo dated August 30, 2013 ***conservatively*** estimated that the cost to implement the CCSS in Wisconsin using a hybrid approach is approximately $25M. In the proposed legislation, the timeline to develop new ELA (English Language Arts) and Math standards is one year. After these new standards are approved you are asking public school districts to once again develop and align curriculum to your new standards.

   I asked these questions in fall 2013 and I will ask them again.
   - How will our state support public schools from a resource standpoint with another implementation of new standards in less than a 4 year time period?
   - Will Wisconsin be able to develop a sound assessment to evaluate these new standards in a timely fashion?
   - How will this new assessment allow meaningful comparisons of how Wisconsin students are doing relative to students in other states?
   - Where were you (the legislators) in 2010 when the state first adopted these standards and public schools across the state began developing new curriculum?

4. **Legislators should not be developing Academic Standards**. Education content experts should be developing academic standards, not Wisconsin legislators. Although legislators would not be members of the Standards Board created by SB 619, this legislation, by requiring any and all state academic standards be promulgated as administrative rules subject to legislative review and a legislative veto, provides a clear path for legislators to become embroiled in academic standard decisions (please reference legal memo dated 2/21 to Dr. Evers from legal counsel). The development of academic standards for Wisconsin students --not only in English language arts and mathematics but in science and social studies and possibly other subjects as well--will now become directly subject to partisan politics.

5. **Nothing in the bill would prevent the Legislature from altering academic standards once they have been adopted through the process created by Senate Bill 619.** The bill makes no changes in the existing statutes which allow existing rules, once promulgated and in effect, to be suspended by a majority vote of a quorum of the Joint Committee for Review of Administrative Rules (JCRAR). This bill not only subjects academic standards to partisan politics in the initial promulgation but would allow the Legislature an additional "kick at the can" to change already adopted standards whenever it wishes.

Southeastern Wisconsin
Schools Alliance

www.schoolsalliance.com

School leaders and members of our communities are growing weary with the constant distraction of partisan politics obstructing the advancement of educational opportunities for our students. The SWSA member districts are asking the state legislature to "stop the politics" around the Common Core State Standards and allow the current ELA and Math Standards to remain intact and to allow beta testing on these standards in spring 2014. We not only caution but oppose the advancement of any legislation that allows partisan elected officials to develop academic standards.

As always, the SWSA offers assistance and thoughtful deliberation on the development of policy impacting the 200,000 students we represent.

Thank you for your time today.

Terri Phillips
Executive Director, Southeastern Wisconsin School Alliance (SWSA)

Southeastern Wisconsin Schools Alliance

www.schoolsalliance.com

Brown Deer
Cudahy
Elmbrook
Fox Point/ Bayside
Franklin
Glendale/ River Hills
Greendale
Greenfield
Hamilton
Hartford
Kenosha
Kettle Moraine
Milwaukee
Menomonee Falls
Mequon-Thiensville
Muskego-Norway
Nicolet
Oak Creek/ Franklin
Oconomowoc
Pewaukee
Port Washington/. Saukville
St. Francis
Shorewood
South Milwaukee
Waukesha
West Allis/ West Milwaukee
Westosha UHS
Whitefish Bay
Whitnall

March 6, 2014

Good morning,

My name is Terri Phillips and I am the Executive Director for the Southeastern Wisconsin Schools Alliance (SWSA). We represent 29 schools districts in the Southeastern Wisconsin region, and educate approximately 200,000 students. The districts I represent pride themselves in providing their students the best educational opportunities possible, and that includes developing a curriculum that adheres to high academic standards.

The SWSA and several of our member districts submitted testimony in fall 2013. Unfortunately, we have returned again to debate many of the same issues that were discussed last fall.

The SWSA opposes SB619 for the following reasons:

1. SB619 would effectively repeal the Common Core State Standards (CCSS) and replace the current Math and ELA (English Language Arts) standards that we have been using for the past three years. **The SWSA school districts and educators fully embraced the Common Core State Standards after its adoption in 2010.** Our educators firmly believe these standards are rigorous, clear, and specific at each grade level and are internationally competitive.

2. Not only are members of the education community supporting the CCSS, but the Wisconsin Manufacturers and Commerce (WMC), the Metropolitan Milwaukee Association of Commerce (MMAC) as well as foundations for international companies such as GE endorse the CCSS. The GE Foundation white paper dated August 2012, states that "Simply put, the CCSS will prepare our students for college and career and will make our workforce globally competitive." **I would respectfully ask the committee if you are truly representing Wisconsin business interests with the proposed legislation.**

Terri Phillips
Executive Director

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Wales, WI 53183
p: 262.442-0047
swsaexecdirector@gmail.com

Watertown Unified School District

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

Cassandra Schug
Superintendent of Schools

March 6, 2014

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 and our opposition to Senate Bill 619. 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.

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.

In addition to support for the CCSS, the huge cost implications of changing the assessment and standards target at this date must be considered. The costs of developing and implementing new standards and developing and implementing a new assessment will be a substantial burden to our taxpayers. In addition to those costs, there will be other significant costs including the adoption of new and supplemental materials and professional development. Also important to consider are the substantial resources, money, time, and energy that has already been invested to align to 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

Testimony in Opposition to Senate Bill 619
Madison, Wisconsin
March 6, 2014

My name is Cheryl Gullicksrud, and I am the Superintendent for the School District of Mondovi. Thank you for this opportunity to provide testimony in opposition to Senate Bill 619.

A little over 30 years ago, in April of 1983, the National Commission on Excellence in Education released a report entitled, A Nation At Risk. That report described classroom learning in public schools as an "incoherent, outdated patchwork quilt" of watered down courses that produced high school graduates ill-prepared to compete in a global economy. Ever since A Nation At Risk was published, our nation, our state, and our local school districts have been steadily working to update and standardize our patchwork quilt of educational programs. In Wisconsin, the 1980s brought the 20 Standards and then the Wisconsin State Standards in the 1990s. In 2001 No Child Left Behind brought accountability to a new, national level. Now, high standards of achievement were to be attained by every child. There was a problem, however. Because each state had developed its own state standards and set its own proficiency levels, not all students were receiving the same level of education. Acceptable, "proficient" student performance in Alabama, Wisconsin, and Maryland was very different in each state. If, as a nation, ALL students were to achieve at high levels, it became quite apparent that the quilt of learning needed additional binding.

The National Governors Association, representing 48 states, created that binding. Working together this group studied **international** benchmarks and state standards and created the Common Core State Standards. These standards are a concise set of rigorous expectations and exemplar examples of content that set a common performance bar for all students. *No matter where the student attends school, the expectations are the same.* This equality of opportunity for all students is, as it has always been, absolutely fundamental to our success as a nation.

The Common Core State Standards have provided a floor, not a ceiling to our local goals. They are NOT the curriculum. Teachers in our district have spent the past three years reviewing the Common Core State standards and using them to elevate their curricular goals and their instructional practices. The teachers have developed their own lesson plans, they have selected their own instructional resources, and they have created their own assessments. The Common Core has also given my teachers a common framework for professional discussions with their peers not only in our school but with colleagues throughout the region, the state, and the nation about best practices in teaching, assessment, and learning. This collaborative sharing has had a positive impact on the instruction provided to our students.

The Common Core State Standards have done much to update and repair the fabric of our public school educational system. Ripping out the Common Core stitches that tie the local quilt blocks of educational programming together would destroy a great deal of high quality work that has been

done by many people to equalize and improve educational opportunities for all children. I urge this committee to vote against Senate Bill 619 and allow the Common Core State Standards to remain an integral, valuable element in creating and sustaining a world-class educational system in Wisconsin.

Thank you for your time.

Sincerely,

Cheryl Gullicksrud

Cheryl Gullicksrud
Superintendent
School District of Mondovi

To: Senator Luther Olsen
Senator Paul Farrow
Senator Alberta Darling
Senator Leah Vukmir
Senator Richard Gudex
Senator John Lehman
Senator Timothy Cullen
Senator Nikiya Harris
Senator Kathleen Vinehout

From: Rev. Oliver K. Burrows III

Date: 6 March 2014

Re: Support of SB 619 creating a model academic standards board

My name is Rev. Oliver K. Burrows III. I am an ordained minister, a radio talk show host of three programs addressing issues ranging from Wisconsin sports to addressing economic, social, and political issues from a Christian perspective and, of course, preaching. I am also a member of the Marathon County Board of Supervisors representing District 19 in Weston, Wisconsin.

My past professional experience includes over 25 years in business, most in the information technology field, in sales, middle, and upper level management positions. I have also been an adjunct instructor for five different colleges and universities for more than 30 years and have taught course in more than 20 different academic fields at the technical, undergraduate, and graduate levels as well as served as a research advisor and second reader for AMDRs and theses during that time. I was privileged to teach secondary social studies and serving as an iMentor for an on-line high school for four years here in Wisconsin. Because of my ongoing commitment to encouraging educational excellence and achievement, I am in the process to developing an integrated K-Ph. D on-line education system that will focus on preparing students for careers in business, education, and ministry in addition to my ministerial, media, and governmental work.

I am here today to speak in favor of SB 619, the goal of which is to create a model academic standards board in Wisconsin for a number of reasons. Let me say at the outset that I strongly support the creation of academic standards in all of the twenty-one academic disciplines addressed, albeit incompletely, in the 1998 standards which I used in writing four social studies curricula for the Mosinee School District in 2003. At the same time, I also support the statutorily protected privilege of local districts to create and implement standards that meet the needs of their students.

In speaking in favor of SB 6219, I first would like to express my concerned that the adoption of Common Core State Standards that were funded through grants provided by the Department of Education are inadequate and thus detrimental to the ability of the over 400 school districts in this state to address the needs of their students. At present, these standards cover only two areas, those being English and mathematics. Having written curricula for high school course in Economics, World Cultures, Government, and Topics in European History at the secondary level and used "canned" curricula at the post-secondary level for almost 30 years, I understand the need for communities, whether academic or governmental, to exercise control over both the content of what and how their students learn. The adoption of Common Core State Standards, which were incomplete at time of adoption by Dr. Tony Evers in 2010 and in 2014, do not provide comprehensive standards for all academic disciplines. The model academic standards board, as outlined in SB 619, allows for such comprehensive standards to be created and vetted by all stakeholders prior to their adoption.

Second, having seen the failures of previous federally-funded education efforts such as Outcomes 2000 and No Child Left Behind, I am skeptical as to what the new efforts associated with the implementation of Common Core State Standards are likely to achieve. Wisconsin was in the process, albeit slowly, of creating and approving new standards in the period from 2006-2010 when that effort was abandoned by the Department of Public Instruction in favor of Common Core Standards that lack the comprehensiveness I address earlier.

Third, having taught the History of Constitutional Law at both the secondary and post-secondary levels, I am also concerned about the continued expansion of the federal authority over public education from both a constitutional and practical point of view. Even setting aside the constitutionality of federal control over education, having standards developed and overseen by individuals, however well-meaning, without feet on the floors of Wisconsin classrooms is not in the best interests of our students, post-secondary institutions, and businesses.

Fourth, the implementation of Common Core State Standards nationally has created the potential for a virtual vertically integrated monopoly ranging from preK-12 public schools through textbook publishers and post-secondary entrance testing. We have seen fit to create the Citizen's Utility Board in Wisconsin to oversee quasi-monopolies in the energy industry and others boards to regulate other educational and business activities ranging from post-secondary education to audiology and medicine. Thus, it is both consistent and appropriate to create a model academic standards board.

Fifth, given my twenty years in information technology teaching and consulting work, I have learned that pilot projects are always the best way to minimize implementation problems and possible failures costing organizations hundreds of thousands of dollars. This approach does not

appear to have been actively considered by the Department of Public Instruction relative to Common Core State Standards, and the implementation of a model academic standards board provides such an opportunity to consider a pilot testing approach to standards to improve the probability of success.

Sixth, a successfully implemented course of action in any field of endeavor is based on first defining expected or desired outputs and output measures, with the needed inputs and processes derived from those expected or desired outputs. The assessment criteria associated with the implementation of Common Core State Standards are still under development and have not even been fully "field-tested" at this time, which is a significant reason to look at a Wisconsin-based academic standards system that is based on an outcome-input-process model that has been successfully used in training programs in both secondary education and business.

Finally, the recent statements attributed to Dr. Tony Evers questioning the role of the legislature in the creation, approval, and implementation of academic standards is at odds with the constitutionally enumerated responsibilities of the Assembly and the Senate. Simply supplying the funding for the Department of Public Instruction's operations without any oversight and accountability is inconsistent with the way in which other state government functions are handled. The oversight, accountability, and approval process in the area of development and implementation of academic standards should be no different than any other department of state government.

For the aforementioned reasons, I urge the Senate Committee on Education to approve and forward SB 619 for consideration and approval by the Senate as a whole. Thank you for your time, and I will be pleased to answer any questions you may have.

Appleton Area School District

Office of the Superintendent
Lee D. Allinger

Thomas G. Scullen Leadership Center | 122 E. College Avenue, Suite 1A | PO Box 2019 | Appleton, Wisconsin 54912-2019
Phone: (920) 832-6126 | FAX: (920) 832-1725 | www.aasd.k12.wi.us

To: Chairman Luther Olson and Senate Education Committee Members

From: Lee Allinger, Superintendent of Schools
Nan Bunnow, Director of Humanities
Becky Walker, Director of Math

Date: March 6, 2014

RE: Opposition to Senate Bill 619

Representing the Appleton Area School District, we are here in opposition of Senate Bill 619 (SB619). Passage of SB619 is a major concern as it will result in the elimination of the Wisconsin Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics as well as set in motion a political process for development of new replacement standards.

The Wisconsin CCSS provide a rigorous, minimum set of standards for all students. We attest that the CCSS provide a foundational set of competency expectations that are much more robust than the previously defined Wisconsin Model Academic Standards provided. Although there has been some concern related to the rigorous competencies associated with the CCSS, students are making great strides and are achieving higher levels of performance than we imagined they would at this early stage of implementation. As we all know, the key to our students' success lies in building the capacity of our staff to instructionally design and deliver the highest-quality learning experiences that match the diverse learning needs of each of our students. CCSS provide consistent learning targets upon which educators can focus and collaborate to transform instructional practices in order to strive to meet the learning needs of all students. This is especially beneficial for our students whose families are more mobile. Assuring a more common set of learning experiences for all students serves our Wisconsin communities well.

Over the past three years, as part of our continuous improvement process and local curriculum cycle, Appleton educators have worked tirelessly both during the school year and throughout the summer to:

- Develop local curriculum and assessments as well as select instructional materials to support the implementation of CCSS in both ELA and Mathematics.
- Engage in rich, meaningful professional development and dialogue to better understand the CCSS, locally developed curriculum, and instructional best practices.
- Revise the elementary school progress report to a standards-based format in ELA and Mathematics to better communicate student progress on grade level specific learning targets.
- Provide opportunities for students to understand learning targets and partner with teachers in achieving them.
- Develop and implement school-based events to help our parents understand the new curriculum, instructional practices, and progress report.

This has been a valuable journey. As standards are brought to life in the classroom, instructional practices are evolving, and student achievement is improving. Elimination of Wisconsin CCSS would send a message to our educators that the investment of their time is not valued and not making a difference and that the standards we are striving to achieve are not appropriate. To adopt different state standards in ELA and Mathematics at this point would be disruptive to educators, parents, and- most importantly- to the learning of our students.

As we all know, the key to our students' success lies in building the capacity of our staff to instructionally design and deliver the highest-quality learning experiences that match the diverse needs of each of our students. We strongly believe that academic standards in Wisconsin should be written by content experts from the education field and developed through an inclusive, representative process that is facilitated by the Department of Public Instruction. The standards should be internationally benchmarked, based on research-based best practices, and rigorous. It is our hope that as the conversation continues around state academic standards that strong consideration be given to the perspective of Wisconsin's educators- those who work to develop curriculum and assessments, select instructional materials, and adopt the instructional practices that move us forward as a state toward higher levels of student achievement.

BRIAN H. HANES, PhD
SUPERINTENDENT OF SCHOOLS
920.492.2905 ext. 1003
E-mail: bhanes@ashwaubenon.k12.wi.us

ASHWAUBENON
SCHOOL DISTRICT

March 6, 2014

Attention Senate Committee Members:

I write to you in strong opposition to Senate Bill 619. The School District of Ashwaubenon has been positively impacted by the standards from the standpoint that we have increased the amount of expectations on the plate of teachers and administrators. It takes time to unpack, understand and coordinate curriculum delivery and numerous hours and district resources have been dedicated to this process. Senate Bill 619 would set district standard-based instruction efforts back by three to five years. Curriculum review is an ongoing process and at the heart of what we do to impact learning. From that standpoint, we have always looked at curriculum with a continuous improvement focus. The difference with the Common Core is that it impacts multiple curricular areas.

Our trained and certified educators have found that the Common Core standards are more rigorous than what the state has expected in the past. The Common Core Standards provide a higher level of rigor, relevance and overall expectations for students.

We have augmented the standards and view them as a "floor" not "ceiling" expectation. We view the Common Core as the "What" to teach but understand we have the autonomy to determine "How" to deliver and enhance the general framework outlined in Common Core. Examples of areas that are augmented in Ashwaubenon include district handwriting expectations, college bound math track availability, world language opportunities beginning at the elementary level, gifted and talented extensions with our GLOBE program at the elementary and middle levels, and other advanced placement and honors level opportunities.

Having served in public education for the past 27 years and in the role as a public school Superintendent the past eighteen years, what upsets me the most is the fact that the development of our state standards has become politicized! We have highly trained educators who recognize the value and need to increase rigor; it is extremely concerning to me to observe individuals without such training attempting to make curricular decisions. Wisconsin has an outstanding reputation for quality education and that quality is seriously being threatened by recent decisions. Checking with local universities, teacher education enrollment is down. If this trend continues it will seriously jeopardize the quality of education as well as future economy in Wisconsin. Again, I urge you to oppose Senate Bill 619. Please feel free to call me if you would like to discuss this further or to talk directly with other educators.

Respectfully,

Brian H. Hanes, Ph.D.
Superintendent of Schools

Senate Bill 167

By: Senators Ligon, Jr. of the 3rd, Loudermilk of the 14th, Albers of the 56th, Hufstetler of the 52nd, Hill of the 6th and others

AS PASSED SENATE

A BILL TO BE ENTITLED

AN ACT

To amend Title 20 of the Official Code of Georgia Annotated, relating to education, so as to address various issues impacting students in public schools in this state, including student data, student competencies, and student testing; to provide for a public process to review changes to content standards in core subjects; to provide for legislative findings; to provide for the establishment of Content Standards Advisory Councils; to authorize the councils to review content standards, assessments, and data collection policies; to provide for subcommittees; to provide for public hearings and public input; to provide for recommended changes; to provide for timelines; to prohibit the state from relinquishing any control over content standards or assessments; to provide for flexibility; to provide for short titles; to establish limitations and requirements regarding student data; to provide for definitions; to provide for limitations on the collection of student information; to provide for limitations on the disclosure of personally identifiable information to third parties; to provide for penalties and enforcement; to provide for related matters; to provide for an effective date; to provide for applicability; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

PART I

SECTION 1-1.

This part shall be known and may be referred to as the "Act to Restore Educational Authority to Georgia Citizens."

SECTION 1-2.

The General Assembly finds that:

(1) The state should establish first-class competencies and content standards that will provide a broad liberal arts education and lead to educated citizens equipped to preserve

a self-governing republic of free people who are prepared for postsecondary education and a career; and

(2) In determining such competencies and content standards, there should be strong citizen participation in the process.

SECTION 1-3.

Title 20 of the Official Code of Georgia Annotated, relating to education, is amended by revising Code Section 20-2-141, relating to the review of competencies and core curriculum, as follows:

"20-2-141.

(a) The State Board of Education shall review content standards in each of the four core subject areas of mathematics, English language arts, science, and social studies ~~establish~~ at least once every ~~four~~ five years ~~a review of the adopted competencies and uniformly sequenced core curriculum by a task force broadly representative of educational interests and the concerned public. After considering the findings and recommendations of the task force, the state board shall make such changes in the student competencies lists and core curriculum as it deems in the best interest of the state and its citizens and shall report such proposed changes to local school systems and the General Assembly for review~~. The state board shall propose changes to such content standards as it deems in the best interest of students, their parents, teachers, and taxpayers.

(b) The state board shall establish and implement a process in accordance with the requirements of this Code section which includes that:

(1) The state board shall review relevant research in the core subject area under review and identify the content standards where revision is appropriate;

(2) The state board shall examine content standards for such core subject area which have been previously or are currently adopted by Georgia or by other states or countries, with preference given to states that had standards which were highly rated in national surveys of state standards before 2010 and to states and countries with highly rated internationally competitive test results;

(3) Through an open and transparent process, the state board shall solicit interested persons who are eligible to be appointed to and serve on an advisory council convened pursuant to subsection (c) of this Code section. The state board shall submit all such names to the Governor, Lieutenant Governor, and Speaker of the House of Representatives for their consideration for appointment; and

(4) The state board shall report its proposed changes to content standards for a core subject area to such advisory council. Upon receipt of the state board's proposed changes to content standards, the Council shall immediately begin its review, which may include

review of other content standards within the same subject area, state-wide criterion-referenced assessments related to the same subject area, or data collection policies; provided, however, that nothing shall preclude the Council from commencing any review as soon as the Council members are appointed.

(c)(1) On a biennial basis, a Content Standards Advisory Council ('Council') shall be convened pursuant to this subsection to review proposed changes by the state board to content standards in core subject areas. Each Council convened pursuant to this subsection shall exist for a term of two years and shall review a specified subject area in each year of its two-year term. The Council shall be composed of 17 members as follows:

(A) Nine parent or grandparent representatives, representing public school students; the Governor, the Lieutenant Governor, and the Speaker of the House of Representatives shall each appoint three parent or grandparent representatives, one representative each from the elementary school level, one representative each from the middle school level, and one representative each from the high school level;

(B) Three current or retired teacher representatives, including one elementary school teacher, one middle school teacher, and one high school teacher, appointed by the Governor; and

(C) Two private-sector representatives, one appointed by the Lt. Governor and one appointed by the Speaker.

(D) Three postsecondary content specialist education representatives, appointed by the Governor. As used in this subparagraph, the term 'postsecondary content specialist' means someone currently employed or retired, who has taught the subject content at least five years in a postsecondary institution and having an advanced degree, preferably a doctorate, in the subject of study. Specifically, it means English for English language arts standards, mathematics or statistics for mathematics standards, natural sciences and engineering for science standards, and government, economics, history, or political philosophy for social studies standards. Advanced degrees in education of the subject, such as mathematics education or science education, do not qualify for the purpose of this subparagraph.

(2) Council members shall possess at least a bachelor's degree in at least one of the subject areas under review during such member's two-year term or a related subject area at a minimum and have appropriate experience and credentials, as determined by the appointing official. All members of the Council shall be residents of the State of Georgia for at least six months prior to appointment. To the extent possible, the Council shall include balanced representation from urban, suburban, and rural areas and representation

from each congressional district. The Council shall elect a chairperson and vice chairperson from among its membership.

(3) Council members shall serve a two-year term and may be reappointed once. In the event of a vacancy, such member shall be replaced within 30 days of such vacancy in the same manner as the original appointment made pursuant to paragraph (1) of this subsection.

(4) The Council shall establish subcommittees to help carry out its duties and responsibilities under this Code section. Such subcommittees shall include Council members and other appropriate individuals knowledgeable and experienced in the subject area under review, including, but not limited to, retired or currently employed early-childhood development professionals, K-5 content specialists, grades 6-8 content specialists, grades 9-12 content specialists, certified K-5 teachers, certified grades 6-8 teachers, and certified grades 9-12 teachers and postsecondary content specialists. Each subcommittee shall elect a chairperson and co-chairperson.

(5) Council members and subcommittee members shall be reimbursed for per diem and travel expenses in the same manner as provided for in Code Section 45-7-21. Subject to appropriations, non-public-sector members may receive an honorarium for their services and local school systems may be reimbursed for the cost incurred in hiring substitute teachers in the absence of educators serving on a subcommittee. Council members and subcommittee members, as well as any members of their families or their business entities, shall not have conflicts of interest with regard to actions taken by the Council and shall not accept any money, meals, trips, gifts, or any other favors from any person, business, or organization that would benefit, financially or otherwise, from actions taken by the Council.

(6) The state board shall post on the department website the names, contact information, and credentials of each Council member and subcommittee member.

(d) Any and all meetings conducted by the state board, the Council, or subcommittees of the Council at which content standards are discussed or decided upon shall be subject to Chapter 14 of Title 50, relating to open and public meetings; provided, however, that this shall not apply to assessment instruments reviewed or discussed pursuant to subsection (i) of Code Section 20-2-281.

(e) Prior to the 90 day period provided for in subsection (f) of this Code section, the state board shall:

(1) Post all proposed changes to content standards on the Department of Education website;

(2) Submit all proposed changes to content standards to the Council, Governor, Lieutenant Governor, Speaker of the House of Representatives, chairperson of the Senate

Education and Youth Committee, chairperson of the House Committee on Education, and each local school system. Upon receipt of proposed changes from the state board, each local school system shall notify the parents or guardians of its students that proposed content standards are available for review on the department website; and

(3) Submit all proposed changes to content standards to the president of each public postsecondary institution in this state. Upon receipt of proposed changes from the state board, the president of each public postsecondary institution in this state shall provide an electronic copy of the proposed changes to the appropriate school deans, department heads, or both, as appropriate, so that, for purposes of illustration only, proposed changes to English language arts standards shall be sent to the heads of English departments. High school mathematics standards shall be sent to the heads of departments of mathematics, engineering, physical and biological sciences, and computer science.

(f) The state board shall provide a 90 day period for public review and comment on its proposed content standards and on any other content standards in the same subject area. Within such 90 day period:

(1) Each state board member shall conduct at least one public hearing and shall provide notice of such hearing by issuing a press release to print and broadcast media serving the congressional district and providing notice to each local school system within the congressional district. Upon receipt of such notice, each local school system shall notify parents and guardians of all students of such public hearing. The state board shall provide at least one week's notice to each state legislator who represents a portion of the congressional district. The Council shall use its best efforts to have Council members present at each hearing. The state board shall cause minutes of the hearings to be taken and shall distribute such minutes to all state board members and Council members within ten business days of each such public hearing;

(2) The state board shall solicit feedback on the proposed content standards or on any other content standards in the same subject area from teachers, parents, and other stakeholders through the development, posting, and advertisement of an online survey and shall accept any comments received via e-mail or United States mail. The state board shall also solicit feedback from appropriate content related organizations, associations, and agencies. All feedback received by the state board shall be made available to the Council; and

(3) The Senate Education and Youth Committee and the House Committee on Education may each hold additional public hearings to provide additional opportunity for public comments on the proposed changes and shall submit to the Council any public comments received from the hearings.

All public comments received by the state board in the 90 day period shall be part of the public record and shall be maintained by the Department of Education and available for review for at least six years.

(g) The Council and its subcommittees shall review the proposals made by the state board and the feedback received pursuant to subsection (f) of this Code section and, with any needed assistance from the department, propose changes to the state board's proposed content standards as it deems appropriate. Any proposed changes by the Council shall be submitted to the state board by the Council in the form of a written report no later than 60 days after the expiration of the 90 day period for public review provided in subsection (f) of this Code section. The Council and its subcommittees shall also have the discretion to review and make recommendations on any related content standards in the same subject area, on any state-wide assessments administered pursuant to Code Section 20-2-281 which are criterion-referenced assessments relating to the subject area under review, and on any data collection policies of the Department of Education or Office of Student Achievement.

(h)(1) Simultaneously with submitting the written report to the state board pursuant to subsection (g) of this Code section, the Council, through the department, shall provide an electronic copy of the changes proposed by the Council to all members of the Senate Education and Youth Committee and House Committee on Education, to each local school system, and to the president of each public postsecondary institution in this state, and shall make such proposed changes available to the public via Internet posting on the department website.

(2) Upon receipt of proposed changes from the Council, each local school system shall again notify the parents or guardians of its students that proposed content standards are available for review on the department website.

(3) Upon receipt of proposed changes from the Council, the president of each public postsecondary institution in this state shall provide an electronic copy of the proposed changes to the appropriate school deans, department heads, or both in the same manner as provided in paragraph (3) of subsection (e) of this Code section.

(i) After receipt of the revised proposed content standards from the Council, the state board shall take into consideration the recommendations of the Council, and the state board, in an open public meeting, shall make changes to the content standards as it deems in the best interest of students, their parents, teachers, and this state's citizens. The adoption of content standards pursuant to this Code section shall not be subject to Article 1 of Chapter 13 of Title 50, the 'Georgia Administrative Procedure Act.' The state board shall report such approved content standards to local school systems and the General Assembly and post such approved content standards in an easily accessible location on the department website.

(j) The requirements contained in this Code section shall apply to all content standards in accordance with a timetable established by the state board; provided, however, that the review of content standards in mathematics shall be completed no later than May 31, 2015, and implemented no later than the beginning of the 2016-2017 school year, and the review of content standards in English language arts shall be completed no later than May 31, 2016, and implemented no later than the beginning of the 2017-2018 school year. Nothing in this subsection shall prohibit the state board from accelerating the timetable or conducting the review of two subject areas in the same year or prohibit a local board of education from implementing the revised mathematics content standards in the 2015-2016 school year."

SECTION 1-4.

Said title is further amended by adding a new Code section to read as follows:

"20-2-141.1.

(a) Beginning on the effective date of this Code section, the State of Georgia shall retain sole control over the development and revision of the content standards established pursuant to Code Section 20-2-140 and no content standards shall be adopted or implemented except in accordance with the procedures required by Code Section 20-2-141; provided, however, that such required procedures shall not apply to courses developed and submitted by local boards of education for approval by the state board. On and after the effective date of this Code section, the state shall not adopt any federally prescribed content standards or any national content standards established by a consortium of states or a third party, including, but not limited to, the Next Generation Science Standards, the National Curriculum for Social Studies, the National Health Education Standards, or the National Sexuality Standards.

(b) No official of the State of Georgia, whether elected or appointed or representing the state in any capacity, shall join, on behalf of the state or a state agency, any consortium, association, or entity or enter into a binding agreement, when such membership or agreement would relinquish any measure of control over standards and assessments, to any individual or entity outside the state.

(c) The Department of Education shall annually submit to the General Assembly a detailed report of all grants, including federal, private, or from other sources, that the department has applied for or received and of all outside funding that the department has received. The report shall include:

(1) Long-term projections of unfunded costs for both state and local governments for at least a 12 year period;

(2) The purpose and effect of the program, including its effect on and interrelationship with any existing program currently operating within this state;

(3) Justification for the program and peer reviewed research, if any, that validates the effectiveness of the program; and

(4) Any negative effects on the constitutional rights of Georgia citizens, including their right to exercise control over education.

(d) All state-wide K-12 tests and assessments shall be controlled by the State of Georgia without any obligation to other entities, states, consortia, or the federal government and shall not be designed to test national standards or rebranded national standards or be based on any standards established by a consortium of states or a third party, including but not limited to the Next Generation Science Standards, the National Curriculum for Social Studies, the National Health Education Standards, or the National Sexuality Standards. The state shall not relinquish any binding control over testing as a condition of receiving a grant. On and after the effective date of this Code section, criterion assessments developed pursuant to Code Section 20-2-281 shall be aligned with the content standards revised pursuant to Code Section 20-2-141 for each subject area. Until such new assessments are developed, the state board shall use elementary, middle, and high school level criterion assessments which progress toward revised content standards."

SECTION 1-5.

(a) Beginning September 24, 2014, a local school system shall have the flexibility to determine its curriculum and instruction without constraint, including returning to curriculum and instruction aligned to the former Georgia Performance Standards that were in effect in June 2010, until the completion of the revision process established pursuant to this part and the establishment of new standards pursuant to such process. Further, local school systems may elect to use discrete mathematics and to adopt reading lists, instructional materials, and support materials. Following the adoption of content standards pursuant to the process established in Code Section 20-2-141, local school systems may sequence, expand, and enrich the content standards to the extent deemed necessary and appropriate for its students and communities.

(b) Local school systems shall ensure strict compliance with the federal Individuals with Disabilities Education Act and with other federal disabilities laws and shall fully implement all Individualized Education Programs, Section 504 plans, and accommodations for English Language Learners established pursuant to such federal laws and shall not construe any state adopted standards to supersede the requirements of any such program, plan, or accommodation.

(j) The requirements contained in this Code section shall apply to all content standards in accordance with a timetable established by the state board; provided, however, that the review of content standards in mathematics shall be completed no later than May 31, 2015, and implemented no later than the beginning of the 2016-2017 school year, and the review of content standards in English language arts shall be completed no later than May 31, 2016, and implemented no later than the beginning of the 2017-2018 school year. Nothing in this subsection shall prohibit the state board from accelerating the timetable or conducting the review of two subject areas in the same year or prohibit a local board of education from implementing the revised mathematics content standards in the 2015-2016 school year."

SECTION 1-4.

Said title is further amended by adding a new Code section to read as follows:

"20-2-141.1.

(a) Beginning on the effective date of this Code section, the State of Georgia shall retain sole control over the development and revision of the content standards established pursuant to Code Section 20-2-140 and no content standards shall be adopted or implemented except in accordance with the procedures required by Code Section 20-2-141; provided, however, that such required procedures shall not apply to courses developed and submitted by local boards of education for approval by the state board. On and after the effective date of this Code section, the state shall not adopt any federally promoted content standards or any national content standards established by a consortium of states or a third party, including, but not limited to, the Next Generation Science Standards, the National Curriculum for Social Studies, the National Health Education Standards, or the National Sexuality Standards.

(b) No official of the State of Georgia, whether elected or appointed or representing the state in any capacity, shall join, on behalf of the state or a state agency, any consortium, association, or entity or enter into a binding agreement, when such membership or agreement would relinquish any measure of control over standards and assessments, to any individual or entity outside the state.

(c) The Department of Education shall annually submit to the General Assembly a detailed report of all grants, including federal, private, or from other sources, that the department has applied for or received and of all outside funding that the department has received. The report shall include:

(1) Long-term projections of unfunded costs for both state and local governments for at least a 12 year period;

(2) The purpose and effect of the program, including its effect on and interrelationship with any existing program currently operating within this state;

(3) Justification for the program and peer reviewed research, if any, that validates the effectiveness of the program; and

(4) Any negative effects on the constitutional rights of Georgia citizens, including their right to exercise control over education.

(d) All state-wide K-12 tests and assessments shall be controlled by the State of Georgia without any obligation to other entities, states, consortia, or the federal government and shall not be designed to test national standards or rebranded national standards or be based on any standards established by a consortium of states or a third party, including but not limited to the Next Generation Science Standards, the National Curriculum for Social Studies, the National Health Education Standards, or the National Sexuality Standards. The state shall not relinquish any binding control over testing as a condition of receiving a grant. On and after the effective date of this Code section, criterion assessments developed pursuant to Code Section 20-2-281 shall be aligned with the content standards revised pursuant to Code Section 20-2-141 for each subject area. Until such new assessments are developed, the state board shall use elementary, middle, and high school level criterion assessments which progress toward revised content standards."

SECTION 1-5.

(a) Beginning September 24, 2014, a local school system shall have the flexibility to determine its curriculum and instruction without constraint, including returning to curriculum and instruction aligned to the former Georgia Performance Standards that were in effect in June 2010, until the completion of the revision process established pursuant to this part and the establishment of new standards pursuant to such process. Further, local school systems may elect to use discrete mathematics and to adopt reading lists, instructional materials, and support materials. Following the adoption of content standards pursuant to the process established in Code Section 20-2-141, local school systems may sequence, expand, and enrich the content standards to the extent deemed necessary and appropriate for its students and communities.

(b) Local school systems shall ensure strict compliance with the federal Individuals with Disabilities Education Act and with other federal disabilities laws and shall fully implement all Individualized Education Programs, Section 504 plans, and accommodations for English Language Learners established pursuant to such federal laws and shall not construe any state adopted standards to supersede the requirements of any such program, plan, or accommodation.

PART II

SECTION 2-1.

This part shall be known and may be cited as the "Student Right to Privacy Act."

SECTION 2-2.

Title 20 of the Official Code of Georgia Annotated, relating to education, is amended by adding a new article to Chapter 1, relating to general provisions, to read as follows:

"ARTICLE 3

20-1-30.

(a) As used in this article, the term:

(1) 'Affective computing' means systems and devices that can or attempt to recognize, interpret, process, or simulate aspects of human feelings or emotions.

(2) 'Biometric data' means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, including fingerprints, retina and iris patterns, voiceprints, DNA sequence (including newborn screening information), and facial characteristics.

(3) 'Cloud computing service' means a service that enables on-demand network access to a shared pool of configurable computing resources, such as networks, servers, storage, applications, and services, to provide a student, teacher, or school personnel account based productivity applications such as e-mail, document storage, and document editing that can be rapidly provisioned and released with minimal management effort or interaction with a cloud computing service provider. A cloud computing service has the characteristics of on-demand self-service, broad network access, resource pooling, rapid elasticity, and measured service.

(4) 'Cloud computing service provider' means an entity, other than an education institution, that operates a cloud computing service.

(5) 'Department' means the Georgia Department of Education.

(6) 'Education institution' means any public early care and learning program, elementary or secondary school, or governing board of a charter school in this state.

(7) 'Education program' means a program of instruction administered by a state agency or education institution within this state.

(8) 'Interpersonal resources' means noncognitive, emotional, and psychological characteristics and attributes and skills used to manage relationships and interactions between or among individuals.

(9) 'Intrapersonal resources' means noncognitive, emotional, and psychological characteristics and attributes used to manage emotions and attitudes within an individual.

(10) 'Local school system' means any local board of education, local school system, or governing board of a charter school in this state.

(11) 'Psychological resources' means noncognitive, emotional characteristics, attributes, and skills, including mindsets, learning strategies, and effortful control, used by an individual to address or manage various life situations.

(12) 'State agency' means the Georgia Department of Education, the State Board of Education, the Education Coordinating Council, the Office of Student Achievement, the Georgia Department of Early Care and Learning, the Georgia Student Finance Commission, the Georgia Student Finance Authority, the Georgia Professional Standards Commission, any regional educational service agency, or any other state pre-K through grade 12 education related entity, including any education related foundation or nonprofit entity established by Georgia statute or which derives its authority from Georgia statutes.

(13) 'Student data base' means the Georgia Statewide Longitudinal Data System established pursuant to Code Section 20-2-320, including the GA AWARDS data system, the K-12 Statewide Longitudinal Data System, or any other system or data warehouse providing substantially the same function which collects, houses, or maintains data on Georgia students in pre-kindergarten through postsecondary education, including regional, interstate, or federal data warehouse organizations under contract to or with a memorandum of understanding with the Georgia Department of Education, the Office of Student Achievement, or other state education entity.

(14) 'Work force information' means information related to unemployment insurance, wage records, unemployment insurance benefit claims, or employment and earnings data from work force data sources, such as state wage records, the Wage Record Interchange System (WRIS), or the federal Employment Data Exchange System (FEDES).

(15) 'Written consent' means signed and dated consent in written form or by electronic signature given prior to the data collection or disclosure and specifically consenting to the collection or disclosure of specific data.

(b) As used in this article, the terms 'disclosure,' 'education records,' 'eligible student,' 'parent,' 'party,' 'personally identifiable information,' 'record,' and 'student' shall have the same meaning as these terms are defined in the regulations (34 C.F.R. Part 99.3) promulgated under the Family Educational Rights and Privacy Act as of January 1, 2014.

20-1-31.

(a) Unless explicitly required by federal law, no student or family information may be collected by a state agency, local school system, or education institution without the written

consent of parents, guardians, or eligible students unless the data is directly related to the educational needs of the student. The following information is not considered directly related to the educational needs of the student:

(1) Kindergarten through grade 12 student biometric data, except as may be necessary to facilitate the instruction of special needs students or students participating in school physical education and athletic programs;

(2) Any data collected via affective computing, including analysis of facial expressions, EEG brain wave patterns, skin conductance, galvanic skin response, heart-rate variability, pulse, blood volume, posture, and eye-tracking;

(3) Student or family religious affiliation or beliefs;

(4) Student or family political affiliation or beliefs;

(5) Student or family member sexual orientation or beliefs about sexual orientation;

(6) Student or family gun ownership;

(7) Kindergarten through grade 12 student or family income data, except information necessary to determine eligibility for, to facilitate participation in, or to receive financial assistance under a scholarship, free-or-reduced-lunch, or other financial-assistance program; or

(8) Kindergarten through grade 12 student or family social security numbers, except as otherwise authorized by law.

(b) Unless explicitly required by federal law, a local school system shall not allow the following information regarding its students to be entered into any state-wide student longitudinal data base without the written consent of parents, guardians, or eligible students:

(1) Medical, health, and mental health records, except immunization records required by state law, records needed or created by a school based health program for administering prescription drugs or otherwise treating a student at school, records needed or created by a school based counselor when a student seeks counseling while at school, or fitness assessments conducted pursuant to Code Section 20-2-777;

(2) Student or family workforce information, except information related to work based learning, technical, or industry-certificate programs participated in for academic credit or as used for an audit, evaluation, or compliance activity in connection with a state-supported education program provided that parents and eligible students may opt out from any personally identifiable data being disclosed for the purposes of such audits, evaluations, or compliance activities;

(3) Any psychological data (including any resulting from classroom, education institution, local school system, state, or national assessments) that measure psychological resources, attributes, dispositions, social skills, attitudes, or interpersonal

or intrapersonal resources; provided, however, that this shall not include special education assessments; or

(4) Any data developed through predictive modeling, except information necessary for dropout-prevention programs and as necessary for evaluation of education programs relating to student proficiencies as measured in pre-K through grade 12 education or to predict student success in higher education.

(c) No funds, whether from federal or private grants or other sources, shall be used on construction, enhancement, or expansion of any student data base that does not comply with the provisions of this Code section, that is designed to collect and store student data that tracks students beyond their kindergarten through grade 12 or postsecondary education or compile their personal, nonacademic information beyond what is necessary for either administrative functions directly related to the student's education or evaluation of academic programs and student progress, or that is used for an audit, evaluation, or compliance activity in connection with federal or state supported education programs.

(d) No state agency, local school system, or education institution shall pursue or accept [illegible] the collection or reporting of any types of student data in violation of subsection (a) or (b) of this Code section.

(e)(1) No later than August 1, 2014, state agencies, local school systems, and education institutions shall publicly and conspicuously disclose on their websites the type of personally identifiable information from education records maintained by such state agencies, local school systems, or education institutions directly or through contracts with outside parties, and the types of education records that are transferred to cloud computing service providers. This disclosure shall be updated within 30 days of any change. Local school systems and education institutions shall annually notify parents and eligible students of such website posting which may be accomplished through prominent posting on the website and notice through local media. Such posting shall also include a telephone number or e-mail address that parents may access to ask questions. State agencies shall also provide annual electronic notification of this information to the chairpersons of the Senate Education and Youth Committee and House Committee on Education. Such disclosure and electronic notifications shall include information for parents or eligible students regarding the process to request a copy of the education record pertaining to that student contained in the student data base, the required response time, and the process to contest its content pursuant to paragraph (2) of this subsection.

(2) Within 30 days of a request to a local school system, parents and eligible students shall be provided a printed copy of the student's education records that are in a student

data base and shall have the right to correct the records in such data base in a manner that is consistent with requirements of state and federal law.

20-1-32.

(a) Except as otherwise authorized by this Code section, access to education records in the student data base shall be restricted to the authorized representatives of the state agency, local school system, or education institution who require such access to perform their assigned duties. No individual shall be designated an authorized representative for such purposes unless he or she is employed by or under contract with the designating state agency, local school system, or education institution.

(b)(1) Personally identifiable information from an education record shall not be disclosed to a party conducting research or studies for or on behalf of such state agencies or education institutions unless the parent, guardian, or eligible student has had reasonable notice of the right to opt out.

(2) Any outside party conducting research or a study as described in paragraph (1) of this subsection shall comply with the requirements of subsection (d) of this Code section in order to receive any records.

(3) Each state agency and education institution shall develop and publish criteria for the approval of research related data requests from state and local government agencies, the General Assembly, academic researchers, and the public.

(c) Before conducting any audit or evaluation of an education program or conducting any compliance or enforcement activity in connection with legal requirements that relate to federal, state, or local school system supported programs, the state agency, local school system, or education institution shall specify the federal or state legal authority for the audit, evaluation, or compliance or enforcement activity. In conducting any audit or evaluation of an education program or conducting any compliance or enforcement activity in connection with legal requirements that relate to federal, state, or local school system supported education programs, when such audit, evaluation, or activity involves access to personally identifiable student information, education records may be released only to authorized representatives of the government auditor or evaluator or the outside auditing agency or firm. No party may be designated an authorized representative of such government auditor or evaluator or the outside auditing agency or firm unless that individual is a staff member of the government auditor or evaluator or the outside auditing agency or firm. No outside auditing agency or firm shall conduct any audit or evaluation that involves access to personally identifiable student information unless it certifies in writing that it will comply with the terms and conditions set forth in subsection (d) of this Code section. Results of such audit or evaluation shall be public with the redaction of the state

agency, local school system, or education institution administering the education program that is the subject of the audit or evaluation.

(d) State agencies, local school systems, and education institutions shall not disclose personally identifiable information from education records without the written consent of parents or eligible students to a contractor, consultant, or other party to whom the state agency, local school system, or education institution has outsourced services or functions unless that outside party:

(1) Performs a service or function which would otherwise be performed for the state agency, local school system, or education institution by its employees, provides cloud computing services, or is an authorized representative who conducts studies for, or on behalf of, the state agency, local school system, or education institution to develop, validate, or administer predictive tests as necessary for purposes of measuring student proficiency as measured in pre-K through grade 12 education, to predict success in higher education, to administer student aid programs, or to improve instruction;

(2) Limits internal access to education records to those individuals who require access to

(3) Does not use the education records for any purposes other than those explicitly authorized in the contract;

(4) Does not disclose any personally identifiable information from education records to any other party unless required by statute or court order and the party provides a notice of the disclosure to the state agency, local school system, or education institution that provided the information no later than the time the information is disclosed, unless providing notice of the disclosure is expressly prohibited by the statute or court order;

(5) Maintains reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of the personally identifiable student in its custody;

(6) Uses encryption technologies to protect data while being transmitted or in its custody from unauthorized disclosure using a technology or methodology specified by the Secretary of the United States Department of Health and Human Services in guidance issued under Section 13402(h)(2) of Public Law 111-5;

(7) Conducts a security audit at least annually but more often for contracts of short duration and provides the results of that audit to each state agency, local school system, or education institution that provides education records;

(8) Provides the state agency, local school system, or education institution with a breach remediation plan acceptable to the state agency, local school system, or education institution before initial receipt of education records;

(9) Reports all suspected or actual security breaches to the state agency, local school system, or education institution that provided education records and to parents of affected

students and to eligible students as soon as possible but not later than 48 hours after a suspected or actual breach was known or would have been known by exercising reasonable diligence;

(10) Is under the direction of the state agency, local school system, or education institution pursuant to a contract with respect to the use and maintenance of education records;

(11) Pays all costs and liabilities incurred by the state agency, local school system, or education institution related to any security breach or unauthorized disclosure, including but not limited to the costs of responding to inquiries about the security breach or unauthorized disclosure, of notifying subjects of personally identifiable information about the breach, of mitigating the effects of the breach for the subjects of the personally identifiable information, and of investigating the cause or consequences of the security breach or unauthorized disclosure; and

(12) Destroys or returns to the state agency, local school system, or education institution all personally identifiable information in its custody upon request and at the termination of the contract. Destruction of documents and data shall be performed in compliance with the National Institute of Standards and Technology Special Publication 800-88, Guidelines for Media Sanitation.

(e) All contracts entered into with a contractor, consultant, or other party which are subject to subsection (d) or (i) of this Code section shall be posted on the website of the state agency, local school system, or education institution.

(f)(1) Information from education records, whether consisting of personally identifiable information or not, shall not be sold to any party for any reason or disclosed to any party for a commercial use, including but not limited to marketing products or services; compilation of lists for sale or rental; development of products or services; creation of individual, household, or group profiles; employment suitability checks; background checks; or insurance rate determinations.

(2) A state agency, local school system, or education institution that contracts with a cloud computing service provider that includes the storage of education records shall enter into an agreement with such provider that includes the following terms:

(A) The types of data to be transferred or collected, including whether data will be collected directly from students and whether the provider will track students' use of the services;

(B) Prohibition on the provider's redisclosure of information from education records, or use of such information for any secondary purposes that benefit the provider or any third party, including but not limited to online behavioral advertising, creating or correcting an individual or household profile primarily for the provider's benefit, the

sale of the data for any commercial purpose, or any other similar commercial for-profit activity; provided, however, that a cloud computing service provider may process or monitor student data solely to provide such service to the state agency, local school system, or education institution, and to maintain the integrity of such service;

(C) A requirement that all access over the Internet to education records and student data shall be through a secure encrypted protocol, such as, but not limited to, Hypertext Transfer Protocol Secure; and

(D) A requirement that all servers that house education records and student data be either solely dedicated to such education records and student data or be provisioned in such a manner that no entity other than the applicable state agency, local school system, or education institution could obtain access to such records and data.

(3) Any cloud computing service provider that enters into an agreement pursuant to paragraph (2) of this subsection shall certify in writing to the state agency, local school system, or education institution that it will comply with the terms and conditions set forth in subsection (d) of this Code section and that the state agency, local school system, or education institution maintains ownership of all student data.

(4) Any student data stored by a cloud computing service provider shall be stored within the boundaries of the United States.

(g) Personally identifiable information from education records shall not be disclosed to any noneducation related government agency, including but not limited to the Georgia Department of Labor, whether within or outside the state, or to any party that intends to use or disclose the information or data for the purpose of workforce-development or economic planning unless used for an audit, evaluation, or compliance activity in connection with federal or state supported education programs; provided, however, that this shall not apply to disclosure of records relating to children in the care or custody of a state agency or a contractor of a state agency, whether within or outside the state, including children in foster care and youth in the custody of the Department of Juvenile Justice.

(h)(1) Subject to the provisions of subsections (b), (c), (d), and (f) of this Code section, and except when a student is classified as a migrant for federal reporting purposes, personally identifiable information from education records shall not be disclosed to any government agency or other entity outside the state without the written consent of the parent or eligible student.

(2) If the United States Department of Education demands, as a condition of making a federal education grant, personally identifiable information without the written consent of the parent or eligible student, the grant recipient shall provide written notification to those parents and eligible students of the following:

(A) That the grant recipient has been required to disclose the student's information to the United States Department of Education;

(B) That neither the grant recipient nor any other entity within the State of Georgia will have control over use or further disclosure of that information or data; and

(C) The contact information, including the name, telephone number, and e-mail address of the United States Department of Education official who demands the disclosure.

(i)(1) Student data shared with any testing contractor by state agencies, local school systems, or education institutions shall be limited to the following:

(A) Student identifier number, name, grade level, and other information directly related to test performance, such as previous test scores, provided that no biometric data and no psychological data of any kind is part of that information unless required pursuant to the federal Individuals with Disabilities Education Act, the federal Americans with Disabilities Act, or other federal law; and

(B) Student demographic information only as necessary for producing annual accountability reports under the Elementary and Secondary Education Act (ESEA), Public Law 107-110; and

(C) Aggregate data with no identifiable student information.

(2) Demographic data collected under subparagraph (B) of paragraph (1) of this Code section may be collected at the time of test administration, after department approval of the data-collection form, or may be transferred to the testing contractor directly from the state data base. Only fields directly required for producing ESEA accountability reports may be transferred.

(3) The testing contractor shall acknowledge in writing that ownership of the student data remains with the state agency, local school system, or education institution that contracts for the testing contractor's services, and the testing contractor shall not disclose the data to any other entity without written permission of that state agency, local school system, or education institution.

(4) No state agency, local school system, or education institution shall permit a testing contractor to share any student data with any noneducation entities, or with any education entities not under contract with the state agency, local school system, or education institution, unless required by court order.

20-1-33.

(a) Each violation of any provision of Code Section 20-1-32 by a contractor, consultant, or other party that has entered into a contract with a state agency, local school system, or education institution and is subject to the provisions of this article shall, for a first violation,

be punishable by a civil penalty of up to $5,000.00; a second violation shall be punishable by a civil penalty of up to $10,000.00 and may result in permanent disqualification by the state agency, local school system, or education institution from access to education records; and a third and any subsequent violation shall be punishable by a civil penalty of up to $20,000.00 and shall result in permanent disqualification by the state agency, local school system, or education institution from access to education records. For a third and any subsequent violation, each violation involving a different individual education record or a different individual student shall be considered a separate violation for purposes of civil penalties under this subsection.

(b) The Attorney General shall have the authority to enforce compliance with this article by investigation and subsequent commencement of a civil action, to seek civil penalties for violations of this article, and to seek appropriate injunctive relief, including but not limited to a prohibition on obtaining personally identifiable information for an appropriate time period. In carrying out such investigation and in maintaining such civil action, the Attorney General is authorized to subpoena witnesses, compel their attendance, examine them under oath, and require that any books, records, documents, papers, or electronic records relevant to the inquiry be turned over for inspection, examination, or audit, in accordance with Chapter 11 of Title 9, the 'Georgia Civil Practice Act.'

(c) Nothing contained in this Code section shall be construed as creating a private right of action against a state agency, a local board of education, an education institution, or an employee of any such agency, board, or institution."

PART III

SECTION 3-1.

(a) This Act shall become effective upon its approval by the Governor or upon its becoming law without such approval.

(b) Part II of this Act shall apply to school years beginning with the 2014-2015 academic year.

SECTION 3-2.

All laws and parts of laws in conflict with this Act are repealed.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

School of Education
Department of Curriculum and Instruction

Michael D. Steele
Associate Professor

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Milwaukee, WI
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Distinguished Members of the Senate Committee on Education,

My name is Dr. Michael Steele, and I am an associate professor of mathematics education at the University of Wisconsin-Milwaukee, where I direct the secondary mathematics teacher preparation program and work extensively with mathematics teachers in the greater Milwaukee area. I possess a Bachelors of Science in Mathematics and a Masters of Science in Natural Sciences from Rensselaer Polytechnic University, and a Doctor of Education in Mathematics Education from the University of Pittsburgh. I taught middle school and high school mathematics and science in the state of Maryland. From 2006-2013, I was an assistant professor of mathematics education at Michigan State University, and I am a nationally recognized research scholar in the areas of mathematics teacher knowledge and teaching practice.

I rise today to express by strong opposition to Senate Bill 619, which would create a model academic standards board to write and revise new academic standards for the children of Wisconsin. I have two grave concerns with this path. The first relates to what it takes to write a strong set academic standards. The second concern is that this path further risks Wisconsin's standing as an education leader in the United States.

Writing model academic standards for mathematics is challenging work. A set of academic standards must take into account where students are developmentally at each grade level and age, how big ideas about mathematics develop both at each grade level and across grade levels, how much content can be taught in a year, and the vast body of research in cognitive science and mathematics education about how students learn mathematics. The input and review of a range of stakeholders over a set of academic standards is important, but I question whether a legislatively appointed panel would have the range of expertise to write a sound set of academic standards that is developmentally appropriate, rigorous, and teachable.

I ask you to think for a moment. Would you be able to identify someone qualified to say whether the following is a good mathematics standard, and at what grade level? And if it's not, how might they revise it? "Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions." [Wisconsin Common Core State Standard 4.NF.1]

Writing model academic standards takes time. In the case of our most highly respected sets of standards in mathematics - California's mathematics frameworks, Massachusetts' 2000s-era standards, Common Core - standards were written by a small and highly qualified group over a period of years, reviewed by a variety of stakeholders, revised, and rolled out in a systematic way that included a significant investment in teacher professional development. The timeline specified in SB 619 precludes this thoughtful attention to detail. Rolling out a new set of standards that are not properly vetted and that are not supported by infrastructure to help teachers make sense of them and teach them effectively would be not unlike rolling out a national healthcare initiative that could not reliably enroll customers.

UNIVERSITY of WISCONSIN
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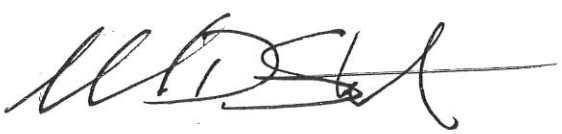
School of Education
Department of Curriculum and Instruction

Wisconsin's standing as an education leader would be at risk. A recent review of Common Core-aligned mathematics curriculum by Dr. William Schmidt, a leading educational researcher, showed that several textbooks from major publishers that claim to be aligned with the Common Core are indeed missing significant aspects of mathematics content. If major national publishers who have had access to the Common Core for years are missing the mark in writing curriculum, I wonder who will write a curriculum for Wisconsin. If we depart from the Common Core State Standards, we are not a large enough state to merit a major publisher developing new textbook editions solely for us. Developing a set of resources internally in the state would take more time and tax dollars than writing the standards themselves would take. I am concerned that we would in essence be imposing an unsupported mandate on teachers - teach these new standards, but find the material to do so on your own.

Wisconsin's tax dollars will be wasted. Professional development efforts over the past four years in Wisconsin have focused on supporting teachers in aligning their teaching to the Common Core. This professional development is paid for by local taxpayers through school budgets, giving teachers time to work during early release days and summers. I myself have been involved with four projects in the Milwaukee area with significant state funding devoted to supporting teachers in Common Core implementation. Before we take a step to write a new set of standards that will require an entirely new cycle of professional development and associated funding, I would ask whether a budgetary analysis has been done that estimates what the cost of writing and implementing a new set of standards will be. How will you pay the professionals for their time in writing the standards? What will the professional development for awareness and training on the new standards look like? How much will it cost my district and the state of Wisconsin?

Finally, I question whether this is an effort to make Wisconsin better. Governor Walker has led this charge, suggesting that Wisconsin as a state can and should do better than the rest of the nation. His office had a hand in crafting this legislation. In my written testimony to you, I include the text of a bill currently being debated in the Georgia State Assembly. Beginning at line 64, you can see language to establish a board that is remarkably similar to the language in SB 619. I ask you, Senators, if this is truly an initiative to make Wisconsin stand apart, that comes from the hands of our own state's leaders, why is Georgia's initiative nearly identical?

For these reasons, I cannot support Senate Bill 619. I thank you for your time and consideration today.



Chris Korinek, 1227 Dahlia Lane, Grafton, WI, 3.6.14

My comments will be brief:

1. I am against the nationalization of test standards for schools in Wisconsin. Mr. Evers has said that the Federal Government had nothing to do with these standard, however, Tuesday's Milwaukee Journal-Sentinal, who sides with Mr. Evers, admits that these are "nationally aligned standards".
2. Let's step back away from this Common Core issue, as important as it is, just for a moment. The United States are a federation of sovereign states, under the US Constitution. Do we forget that the N in Nazi stood for National, unlike our federation of sovereign states in a republican form of government. Maybe this is why we are sounding and looking more like Venezuela than the free republic of the USA.
3. Wisconsin should spend more time taking control and power from the federal government such as supporting the Article V Convention of the States written about recently in Mark Levin's book, the Freedom Amendments. By taking and using our local control, we can improve our educational system and expand our freedoms.

Senate Bill 619
Public Hearing Statement

I am here today to voice my strong support for SB 619. This much needed legislation will provide proper oversight for the agency that handles the education of our children without accountability for their actions. It is obvious that DPI will be more cognizant of their actions when it is realized their actions will be seen by objective eyes. Those objective eyes will belong to an agency staffed by those who cannot be bullied by fear of losing their paycheck.

I speak from personal experience when relating DPI's lack of proper oversight. I was the Office Operations Associate at Wisconsin School for the Deaf, until I was fired shortly after I filed an Affirmative Action complaint, in direct violation of state and federal Whistleblower Laws.

This is just one example of the DPI corruption. The failure of DPI to follow federal, state and even their own regulations goes far beyond this single employee's distressing example.

I do not want to be seen as just another disgruntled employee. I am not the only one to be dismissed from DPI after trying to "right the wrongs". The documentation proving my statements here will be shared with anyone interested.

This DPI violation of the Whistleblower Laws came after several years of harassment. I had properly objected to the Educational Director's bullying actions against the queer community, including blocking of Madison P-FLAG website on campus, as well as the more personal properly voiced objection when the Educational Director called my son "unacceptable" and refused to allow him on campus.

I had also properly reported (financial and personnel) mismanagement at my worksite. Following required procedures, those objections were presented to DPI staff, who found them "baseless". The fox is guarding the henhouse.

WSD is one of two Provision 2 schools (the other is Wisconsin School for the Visually Impaired) supervised ONLY by DPI staff. There is no school board, or any other system of accountability. These Provision 2 schools, like most agencies for those with disabilities, operate outside the public eye.

As in any agency not held accountable for their actions, DPI has managed to bury their refusal to comply with required standards. It is the perfect example of the fox guarding the henhouse.

In the interest of brevity, this statement holds just a few examples of DPI improper actions. Keep in mind those improper actions would not have occurred if the was proper oversight within the agency.

I was banned from the kitchen area after reporting financial mismanagement in the Food Service area. The cost of plate per child far exceeds any other school in the state, public or private. The kitchen staff do not hold the proper credentials for working in a state kitchen, and have not attended the required DPI food service training.

DPI removed the duty of maintaining the doorlock system when I reported a Powerhouse staff swiped in the day after Thanksgiving, then almost immediately swiped out, with no other activity that day. That is just one example of how certain favored staff flaunted their attendance requirements.

In direct violation of state and federal personnel requirements, DPI hired a younger male for the position of School Business Director, even though I had more credentials, and was better suited for the position.

I was banned from the Administration Building after I properly reported finding a bottle of booze in the janitor's closet next to the DPI Confidential Secretary's worksite. Being physically banned from worksite areas is a violation of personnel regulations, yet it is common practice at the Provision 2 schools.

My properly voiced objections to this bullying resulted in DPI-enforced rubber room yearlong punishment, and my eventual dismissal.

The years of harassment resulted in a confidential settlement, which DPI violated practically before the ink dried. Indeed, the DPI harassment continued long after I left their employment.

When DPI fired me, I needed to keep my state employee health insurance so I turned to other state positions. DPI refused to supply references, making it incredibly difficult to obtain state employment.

I was finally hired by the UW system. DPI's influence was specifically noted in their dismissal letter. I still need to keep my health insurance, so I then worked for DOC. Again, DPI's influence was noted in that dismissal documentation.

Perhaps the most egregious of all violations of state employment is the refusal of DPI to follow their own (as well as state of Wisconsin) personnel credibility requirements.

The lack of proper credentials by the DPI Confidential Secretary is directly attributable to WSD's inability to gain accreditation by the governing body of deaf schools, Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD.org).

DPI policy requires all administration staff hold a Bachelors Degree yet the DPI Confidential Secretary does not even hold a high school diploma. Her state employment began as WSD Kitchen Staff.

That lack of accreditation by WSD presents yet another barrier for the WSD students who strive for higher education.

If there had been proper accountability for the state tax dollar, the more than five million dollars DPI poured into building would have been put to better use. That building funding was granted based on false enrollment figures provided by the Educational Director, with no feasibility study.

Again, I am not the only state employee DPI has harassed. One look at the turnover at the Provision 2 public schools will reveal others DPI has bullied. It is time to stop that bullying by state administrators. It is time to make DPI take accountability for their actions.

Just as any other bully, DPI actions with their own personnel certainly bleed over into all aspects of their existence.

That bullying and financial mismanagement will only stop when DPI is no longer allowed to govern themselves. It is time to open the books and allow the true events to be read.

It is vital to create some type of oversight for DPI actions. DPI spends state tax dollars, and so it is only right to have some sort of legislative input to their actions.

I strongly support SB 619.

Peace,
Carol Holterman
1309 Putnam Street
Janesville, WI 53546
262-729-0946

Wisconsin Reading Coalition.org

Wisconsin Reading Coalition is a grassroots movement of parents, educators, advocacy organizations, health professionals, and business leaders committed to bringing scientifically based reading instruction and intervention to all Wisconsin students.

March 6, 2014 **Support of the Common Core State Standards**

The Wisconsin Reading Coalition has deep concerns about establishing a state board to develop model academic standards. We strongly recommend keeping the Common Core State Standards, working diligently to implement them as skillfully as possible, and over time identifying ways to make them even more rigorous.

The Common Core is an exceptionally well-researched set of standards that simply set out the basic skills a student should be expected to master in each grade. For the first time, local districts will have reasonable benchmarks to guide their instructional decisions. Opponents have not identified a single standard that is not appropriate for Wisconsin students.

Fourth grade WI reading outcomes show collectively 67% of all students and 92% students with disabilities read below proficiency as measured by the 2013 National Assessment of Educational Progress (NAEP).

Based on research and evidence-based instructional practices, the Reading standards lay out the key developmental milestones that all good readers must attain, from beginning decoding skills to complex text.

The CCSS standards allow for meaningful comparisons as to how all students in Wisconsin are doing relative to students in other states.

These standards integrate well with WI ACT 166, which requires examination of reading content mastery of new reading teachers seeking licensure and provides screening of at-risk reading skills of kindergartens, first and second graders.

Keep in mind that writing standards of this kind is a monumental undertaking. The twelve months allotted in the proposed legislation is insufficient to develop new quality standards.

Writing quality standards also requires expert, specialist teams. It is fair to say that previous standards produced in Wisconsin were among the weakest and least useful in the country. We must be honest, this is not a task ordinary professors, teachers, or concerned citizens can accomplish.

We accept and welcome many national standards in our daily lives. Where there are established research findings, we don't attempt to convene panels and write our own regulations. Education should be no exception.

We urge the legislature to step back. Keep the Common Core and focus on educating local districts so they can make instructional choices that work for their students.
Let's keep an open mind about opportunities to improve the standards in the future, but let us not kid ourselves about what needs to be done and who can do it.

3/6/2014 Testimony regarding SB 619

Good morning. Thank you for allowing me to share my thoughts with you about something I am very passionate about – Math education in Wisconsin. I am here today having had the privilege to work within our state's schools for the past 29 years -28 of those as a high school Math and Computer Science teacher in Shawano. I also work with CESA helping area schools and am a parent of three children – two who are still attending our schools.

As a teacher, when I first began studying the Common Core standards, I was skeptical that our kids could do it! The content standards are very rigorous. They require ALL kids to reach the Advanced Algebra level required by colleges. Like many high schools, we were still teaching arithmetic and checkbook skills to our struggling students. More challenging are the Math Practice Standards which outline how kids should be thinking when doing math. These standards require kids to analyze, apply, explain and conjecture. Proficiency is no longer just skills and procedures for solving known problems but being able to apply the math to novel problems. I knew these Practice Standards would be a challenge even for my highest ability students.

Like many districts in the state, we began the difficult and time-consuming process of creating our new curriculum. We opted not to purchase a textbook but began building our courses from the ground up and found ourselves energized with the freedom of having complete control in creating a local curriculum around clearly-defined targets. The result was an evolving body of work that included engaging and challenging math for all of our kids, with a local flair. However, the hard work was just beginning. We now needed to teach to the standards.

Our first year was exhausting and exhilarating. Our students, accustomed to being proficient at math through memorization and procedures were frustrated with the challenge of justifying their thinking and completing difficult problems. But, great things were also happening. Students who were previously disengaged or did not think of themselves as 'math people' became engaged because the answer was not gotten by some rote procedure. Even the discussions around problems with our highest achievers were unlike any I had experienced in previous years. I could not help feeling that this is why I became a math teacher - not to teach skills to be memorized, tested and forgotten, but to help kids think deeply about problems and become better thinkers. In my work with other area schools, I found our experience was not unique. These standards have re-energized math education and with the new assessments being developed I think this kind of instruction and learning will happen all over our state.

The work is not yet done. More curriculum needs to be developed and teachers need to learn how to reach every kid. The beauty of widely-adopted standards is that teachers everywhere, not just in our own school or state, can share great ideas. Also, we cannot succeed in this effort of creating high quality curriculum if the target keeps moving from year to year. I want all kids, including my own, to have continuity in their education.

My dad was a district administrator in Wisconsin for over 30 years. He, like all these good folks representing the education community today in this room and back at their schools, made decisions every day thinking just one thought – what was best for kids. His personal opinion, political beliefs or community pressure were never part of the equation.

As an educator, I can honestly say, these standards are good for kids. They are challenging and will help ALL of our kids in Wisconsin learn the math that will open doors for them when they leave school. Speaking as a parent, I trust our school leaders. They know kids and always look out for what is best for them. Please stop SB 619. Thank you for your time.

Linda R. Myers
CESA 9 School Improvement Associate Director, Former Mathematics/Computer Science Teacher & Parent
663 Wolf River Avenue, Shawano, WI

Tomah Area School District

If You Believe, You Will Achieve

129 W. Clifton Street
Tomah, WI 54660-2507
608-374-7004 (telephone) 608-372-5087 (fax)

Board of Education
John McMullen-*President*
Brian Hennessey-*Vice President*
Gary Grovesteen-*Clerk*
Debby Buswell-*Treasurer*
Judy Deming
Jan Sherwood
Pam Buchda

District Administrator
Cindy Zahrte

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Greg Gaarder

Director of Technological Infrastructure
Paul Potter

Director of Pupil Services
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Director of Curriculum and Instruction
Patty Ellsworth

Elementary Schools Administrative Team
Michelle Clark
Marlon Mee
Nicki Pope
Tom Whitford

Middle School Administrative Team
Steve Buss
Tim Gnewikow

High School Administrative Team
David Hay
Jeff Adams
Robert Joyce, *Dean of Students*

Activities Director
Tom Curran

To: Senate Education Committee Members

From: Cindy Zahrte
District Administrator
Tomah Area School District

Cindy Zahrte

Re: Public Hearing on Senate Bill 619

I am presenting this statement in opposition to Senate Bill 619 which would allow the state legislature to become involved in the development of educational standards in the state of Wisconsin. The Tomah Area School District dedicated the majority of our professional development time during the 2012-13 school year to preparation for full implementation of the Common Core State Standards (CCSS) in English/Languge Arts (ELA) and Mathematics this school year. These college and career readiness standards are grade level specific and far more rigorous than the Wisconsin Model Academic Standards previously in place. These standards incorporate 21st century skills and have an emphasis on disciplinary literacy, where all teachers are ELA teachers within their respective content area. We are already seeing increased achievement by our students from having higher expectations for them.

The system which has been developed to support the CCSS in Wisconsin is the most comprehensive and organized reform movement I have seen in my 30+ years as an educator. The Smarter Balanced Assessment System is aligned with the CCSS and measures student learning based on those standards. The Educator Effectiveness System has been designed to promote professional growth and reflective practice based on the Danielson Model. These additional components, the assessment piece and the reflective practitioner piece, ensure that the CCSS are being implemented with fidelity. It is a complete package and there is no question that Wisconsin children will receive quality instruction with all these pieces in place.

A great deal of time, effort, and financial resources have been invested in implementing and supporting the CCSS. We estimate that we have spent close to $400,000 on resources and professional development related to implementation of the CCSS. The CCSS focus on fewer standards for mastery with a far deeper level of understanding for students. They clearly provide districts with a solid road map for curriculum development while still allowing teachers professional flexibility in determining the best methods for instruction. To start again, developing new standards and then creating corresponding instructional lessons and locating resources is extremely wasteful and unproductive. This will move our state educational system backward at a time when we need increased achievement for our children to remain competitive in our global economy. The Wisconsin Manufacturers and Commerce (WMC), the state's largest business group, stands in support of Common Core along with the U.S. Chamber of Commerce!

(over)

Volk Field, a full service military readiness training complex, and Camp Williams, which is operated by the Army National Guard, are located south of Tomah, while Fort McCoy, a US Army base is to our west. Students attend our schools whose parents have been transferred to these military bases from other installations around the country. "Most military children will move at least twice during their high school years and will attend six to nine different schools between kindergarten and 12th grade," according to the National Military Family Association. Having the CCSS in place across the country in forty-five (45) states provides our military families, who sacrifice so much already by having a parent who is serving our country, with greater consistency in their education and a much greater opportunity for success. The United States Military supports Common Core!

While I do respect the knowledge and skills our state legislators possess and the important role you play in developing laws, can you honestly believe or say that elimination of the Common Core and legislative involvement in creating or changing state educational standards is good statewide policy? We have a Department of Public Instruction created by our state constitution that has been charged with this task. Article X, Section 1 of the Wisconsin Constitution, provides that the supervision of public instruction be vested in the state superintendent. Senate Bill 619, in essence, would change supervision of public instruction to the Legislature. Such involvement will only politicize educational standards. Our children should not be subject to the whims and fancies of whatever political party is in power. Our children deserve to have our legislators support our State Superintendent of Schools and respect the efforts of the Department of Public Instruction whose endless work is to ensure that **every** child- rich or poor, gifted or disabled, Hispanic, Native American or white, rural or urban- graduates ready for further education and the workplace.

As a representative for the Tomah Area School District, we are in **full support of the Common Core** State Standards for Wisconsin and in **strong opposition to Senate Bill 619**.

CHEQUAMEGON SCHOOL DISTRICT

"The Home of the Screaming Eagles"

DISTRICT OFFICE
David G. Anderson
District Administrator

420 Ninth Street North
Park Falls, WI 54552

715.762.2474
715.762.5469 (fax)

March 5, 2014

Senator Luther Olsen
Room 319 South
State Capitol
P.O. Box 7882
Madison, WI 53707

Re: Senate Bill 619

Dear Senator Olsen and members of the Senate Education Committee:

I am giving this statement to express my vehement opposition to Senate Bill 619 and its Assembly equivalent. It is an ill-conceived, ill-planned, and ill-advised bill. I thought we already visited this issue last fall. The Senate and Assembly select committee on common core standards held hearings on the common core state standards (CCSS). The great weight of testimony supported the CCSS as an improvement over the model academic standards that had been in place since the late '90's. Neither the report from the Assembly committee chaired by Rep. Jeremy Thiesfeldt or the Senate committee chaired by Sen. Paul Farrow argued for reversing the CCSS. The assembly committee did suggest halting adoption of any further common core standards without legislative oversight. The Senate committee report recommended delaying implementation of the new smarter balanced test for two years while reviewing how well it works in other states. Just implementing this recommendation of delay from the Senate committee would be very disruptive to the planning that has taken place by all school districts in the state over the last four years in preparing for this new test. Now we face something even more disruptive and destructive to public education in Wisconsin.

What are the problems with Senate Bill 619?

- It politicizes a process that should be driven by educational research rather than political expediency.
- School districts all over the state have spent thousands and thousands of dollars in professional development over the last few years to prepare for implementation of CCSS.
- CCSS is not a federal curriculum. It is not even a curriculum at all. It is a set of standards or expectations for students at different grade levels and the curriculum to reach those standards is developed locally.
- Politicians complaining about the CCSS do not articulate any specific concern, which is not surprising, as politicians in most cases do not have an understanding of educational research or child development.

They do, however, have an understanding of the value of pandering to perceived shortcomings expressed by certain constituencies during an election year.

- The board created could utilize the services of four additional non-voting "experts" in writing standards. Translation: 4 lobbyists from conservative advocacy groups.
- The State Superintendent, a constitutional officer charged with oversight of public education in Wisconsin will have little more than a token role in the process with the makeup of the committee stacked in favor of the governor and legislature.
- Adopting this bill would ignore the overwhelming opinion of educational professionals originally sought by the select committee in an email survey.
- Pulling the rug out from school districts of the state now after years of planning will merely set schools up for failure and create a devastating situation for us and other districts throughout the state.

The process by which the CCSS were adopted began in 2008. Since Wisconsin adopted the standards in 2010, a total of 45 States have adopted CCSS. The standards have broad support from educators and from the business community. The groups that are now attacking CCSS raised no objections when the standards were posted online for comment and adopted in 2010. Yet, in the last six months this has become a cause célèbre among some national advocacy groups powered by very wealthy individuals who utilize that wealth to influence the political process.

In last Saturday's Racine Journal Times in an article headlined, "*Vos wants to abandon Common Core,*" Assembly Speaker Robin Vos comes out against the CCSS with statements such as "*He likes the idea of more rigorous standards, he said, But wants to make sure Wisconsin has the highest standards.*" And *"I want us not to be the same as Michigan, Illinois, Iowa" He said. " I want our kids to be at a greater level of learning."* At no point in the article does he identify specifically any area of CCSS with which he has a concern. He suggests that it is arrogant for DPI to think that the only people concerned with high standards are educators.

In the same article coming in direct contrast, State Sen. John Lehman stated that, even though he has been involved in educational issues for years, he would not be comfortable setting academic standards. He stated, "to put legislators like myself in charge of writing educational standards is just a big mistake, that's something that specialists need to do and folks that are involved in research and have an educational background." Gov. Walker states in the same article that he is "confident in the end you're not going to have a debate topic by topic on the floor of the legislature."

State Superintendent Tony Evers has expressed his concern that just such a topic by topic debate would take place on the floor of the legislature unless he agreed with recommendations of a Committee that will be deliberately stacked in favor of the legislature and the governor. Senator Leah Vukmir, who also happens to serve as second vice chair of the American Legislative Exchange Council (ALEC), roundly criticized State Superintendent Evers for expressing this concern in a press release titled, "*hate to break it to you superintendent, but the legislature won't be writing standards.*"

Are these assertions by legislators that they will not be debating, modifying or writing state education standards on the floor of the legislature accurate? Not according to a legal opinion drafted by attorneys with the Department of Public Instruction. In a memo to State Superintendent Tony Evers the conclusion of the drafters was that "While SB 619 provides that the bill must incorporate the Model Academic Standards Board's

standards by reference, nothing …prohibits the legislature from modifying the bill once it has been introduced. In other words, once the Joint Committee for Review of Administrative Rules introduces the bill into the Senate and the Assembly, the Senate or Assembly could pass any amendment to modify the model academic standards contained in the bill." A legal opinion by attorneys for the Wisconsin Legislative Council reached the same conclusion.

What that says to me is that unless the State Superintendent rubber stamps the work of a 16 member board, of which only 4 are appointed by the State Superintendent, the state education standards will be the subject of debate, negotiation and amendment on the floor of the legislature! This is a formula guaranteed to create uncertainty at best and educational chaos at worst. It is also a formula that guarantees special interest lobbyists will be out in force trying to influence educational standards based on their particular political interest rather than based on what educational research says is best for our children. I also find it ironic that private school representatives would be given a voice on this board when the legislature has refused to hold private schools to the same accountability standards as public schools.

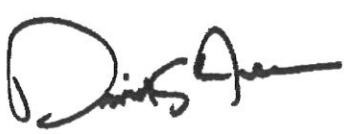
I have to say I find this war on public education to be very disheartening when I think of the disservice it is to the children of this state. A set of educational standards arrived at through a deliberative process over a period of years without controversy or concern has now become the focus of conservative advocacy groups within the last six months. It appears to me that it is one more step in a concerted effort to weaken and/or privatize public education similar to the effect that the expansion of private education vouchers will have on public education. Historically, a strong and growing public education system has been an important factor in the development and growth of a strong middle-class in the United States. Weakening of public education will only deal an additional blow to an already shrinking middle class.

Beyond the political and philosophical arguments regarding this legislation, on a practical basis it is just plainly a bad idea. The CCSS provide:

- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphases on critical thinking students need to succeed after high school.
- Faster testing results with a better, more focused online assessment system.
- No school is prevented from establishing more rigorous standards should they wish to and for that matter no school district is forced to follow the CCSS.

CCSS is not an evil enemy of education, as some would have you believe. It is an improvement. It establishes more focused, rigorous standards for our students. It should be reviewed after a period of time to see if its implementation is meeting expectations, just as any new initiative should be reviewed. It should not be unceremoniously dumped for no good reason prior to implementation because of some vocal advocacy groups. SB 619 is bad legislation. Do not adopt it. Thank you for your consideration.

Sincerely,



David G. Anderson
District Administrator

Testimony for Public Hearing

Crystal Ruzicka
1125 Dover St.
Chippewa Falls, WI 54729

In Opposition of Senate Bill 619
Senate Education Committee
March 6th, 2014

Good Morning, Senate Education Committee Members. My name is Crystal Ruzicka and I am a parent of seven school-aged children, a former private school teacher, and a current English Education student at the University of Wisconsin Eau Claire. I am asking you to vote in opposition to Senate Bill 619.

My homework assignment for my Education Cohort this morning was to print the Common Core standards in my content area and bring them to class. As we have done in classes for the past two years, my classmates and I are studying the Common Core standards in preparation for our future profession as teachers. Every course I have taken for the past two semesters has referenced the Common Core standards and educated us in how to use those standards as a springboard to constructing curriculum. I will be graduating in December, and I feel fully prepared to create and implement lesson plans that apply Common Core standards to the diverse learning styles of my students.

I have heard the discussion among current educators regarding the time and preparation that has been spent creating assessments and curriculum based on Common Core standards. I am asking that you also consider the voices of students, like myself, who have dedicated hundreds of

hours to pursue a deep appreciation and understanding of these standards. Allow us the opportunity to enter our field equipped to utilize the knowledge we have amassed. We have studied these standards with dedication and passion. I am asking that you make sure the valuable time we have spent was not in vain. Please vote in opposition of Senate Bill 619. Thank you for your time and consideration.

Sincerely,

Crystal Ruzicka

Why Senate Bill 619 is a bad idea!

Hearing on March 6, 2014: Education Committee, Wisconsin Senate

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Chairman Olsen, Vice-Chairman Farrow and other members of the Education Committee of the Senate. I am Dr. Kent Hall, Professor Emeritus of the Biology Department at UW-Stevens Point. I do not represent the University today, although I taught there for 30 years. I also taught four years at the University of Kansas and three years in secondary schools in Kansas. I continue to teach cavity nesting songbird conservation in elementary schools across WI. Today, I represent the TNT Political Action Group of Portage Co. My/our position is that Senate Bill #619 is a very bad idea.

In the last few months, some friends of mine have had some very interesting experiences. Some of their water pipes froze—welding was required to re-attach them. Another friend also had some wires stripped by mice. They had to have an electrician re-wire portions of their basement wiring. Could any of us have repaired these pipes or wires? Why not? Plumbers, welders and electricians must be certified (= licensed) in order to practice their art: Experience, competence, professionalism. When it comes to plumbing, welding and electrical work we are inexperienced, incompetent and amateurs.

Senate Bill 619 and Assembly Bill 617 are proposing to cancel Common Core State Standards that have been adopted in 45 US states and have taken many years and huge amounts of money to prepare in Wisconsin and beyond. Instead, the proposal is to adopt standards which would be developed by a 15 person committee of legislators. Who among you has a B.S.? An M.S.? A Ph.D.? Any degree in education? I have a B.S. in Biology Education; M.S. in Limnology and Ph.D. in Environmental Physiology.

The people preparing the Common Core State Standards, including my wife, are invariably highly educated and experienced (my wife has both a B.S. and an M.S.). They have worked countless hours preparing these standards from a position of highly educated minds and passionate souls. Experienced, Competent, and Professional. As for me? Even with a background in the sciences, I would not be able to help develop most alternatives to the

Common Core State Standards—because of my lack of training and inexperience. If we put these standards in the hands of legislators, what would we have? Inexperience, incompetence and amateur results. A distinctly inferior result.

The outcome would be predictable. Currently, worldwide the U.S. ranks quite low in many educational categories. By implementing Common Core State Standards, we have a chance to reverse that trend. The "Standards" are designed to have a strong, pre-college track. With amateurs developing standards, we can be assured that the quality of the track will fade and our students will have fewer opportunities to compete for quality scholarships in quality colleges and universities.

This bill is a joke and a pathetic attempt to "dumb-down" k-12 education in Wisconsin. The Appleton Post Crescent has linked the bill's proponents to the national Tea Party movement. This idea is the most radically extreme one that I have seen in my 46 years living in Wisconsin. Editorial boards throughout Wisconsin reject Senate Bill 619 as being "inexperienced, incompetent and amateurish.

I would like to finish by reading the editorial in the Stevens Point Journal and the Wausau Daily Herald published yesterday.

Do not approve Senate Bill 619. It will fail our students and our society.

March 6, 2014

My name is Sean Roberts, I'm the director for Milwaukee Charter School Advocates. We represent the independent "2R"·and district-authorized non-instrumentality charter schools in Milwaukee and Racine.

I encourage the legislature to act quickly with regard to Senate Bill 598 that allows district-authorized **non**-instrumentality charter schools to apply for equivalency in the state's educator effectiveness system. This does not "exempt" any school from participating in the system, it simply allows independent schools that happen to be authorized by a district to have the same ability that "2R" charters have as well as every other public school district in the state. We believe this was an oversight when the initial educator effectiveness bill was passed. DPI, MPS, nor the schools themselves have an answer for how to go about having the district determine the evaluation goals and testing instruments for an independent non-profit entity, nor how to administer such a requirement. Again, these schools are not asking for anything that school districts and "2R" charter schools do not already have the ability to do in state law.

With regard to Senate Bill 619, our highest-performing public options for students—independent charter schools—which are providing students with opportunities to succeed and beginning to close our state's wide achievement gap— have some concerns with rewriting of the standards as currently adopted.

First, most independent charters have already begun the transition to the common core standards over the past 4 years, which has involved considerable time, resources, and money on their part. As you may know, these schools are already funded at far less than traditional public schools and there wasn't any money for schools to make the transition- in terms of revamping/purchasing new curricular materials, staff training, etc. It's a concern if the state ends up making drastic changes while funding remains flat for high-performing charter schools... the schools will have to pay for these things again, potentially, after sinking all those costs into the previous transition.

Secondly, because charters are held accountable to performance standards, changing the standards (or even ambiguity about them moving forward) could be problematic. We as a state expect charters to get certain results, but we could potentially be moving the target on them in the middle of their charter contracts. Stability (or at least clarity) is important if we're expecting schools to meet the high standards our schools wish to be held accountable for achieving.

Thank you for your time and your consideration.

Carmen High School of Science & Technology

March 6, 2014

Re: Public Comments on Senate Bill 598

Good morning Senator Olsen and Members of the Senate Education Committee. My name is Patricia Hoben and I am Head of Schools at Carmen Schools of Science and Technology in Milwaukee -- two non-instrumentality charter schools authorized by the Milwaukee Board of School Directors.

Thank you for the opportunity to comment on Senate Bill 598. My comments are focused specifically in support of the eligibility of public, non-instrumentality charter schools like Carmen to have the same ability as independent "2r" charter schools and Local Education Agencies (LEAs) to apply for an equivalency waiver from the Department of Public Instruction so that we may use our own process for evaluating teachers and principals. Without this bill, non-instrumentality charter schools like Carmen would have to stop using our own evaluation protocols. Instead we would have to begin using the same evaluation models as the districts that authorize us, which in our case is Milwaukee Public Schools.

We applaud the Department of Public Instruction for spearheading statewide changes in systems for evaluating teacher and principal effectiveness that give significant weight to measures of student achievement and make evaluation results more transparent. Further, we agree in principle with the research-based framework adopted by the Department. However, Carmen is submitting these comments because we are concerned that without this proposed legislation, the autonomy of a specific category of charter schools, namely the non-instrumentality charter schools, would be compromised. The original legislation only identified 2r charter schools and LEAs as eligible to apply for a waiver to the state mandated teacher and principal evaluation process. Accordingly, the rules drafted by DPI exclude MPS non-instrumentality charter schools, such as Carmen's two schools, from applying to use an equivalent process.

As you know, Wisconsin law gives charter schools freedom from many state and local education agency rules and regulations in exchange for greater accountability for results. A non-instrumentality school, by definition, has its own autonomous governing board of directors that oversees all personnel matters, including supervision, disciplinary actions, recommendation of new hires and layoffs, collective bargaining, claims, complaints, and benefits. The role of MPS as the charter authorizer of Carmen's two schools is to monitor and ascertain that the school is compliant with the charter contract provisions, not to manage Carmen's personnel.

Carmen's South Campus Class of 2013 graduates had the third highest ACT scores in any public high school in Milwaukee, 50 percent of them passed one or more Advanced Placement (AP) exams while in high school, and 84 percent enrolled in college this past fall. These are very significant outcomes for a non-selective admissions high school serving over 90 percent low-income students. The operating autonomies afforded Carmen since our first campus opened seven years ago have been critical to our success to date. I strongly urge you to consider this information and support Senate Bill 598 because it affords non-instrumentality charter schools the opportunity to apply for an equivalent educator effectiveness process while still being held accountable for performance.

Patricia Hoben, Ph.D.
Head of Schools

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Northwest Campus: 5496 N. 72nd Street, Milwaukee, WI 53218 tel. (414) 837-4000
www.carmenhighschool.org

March 4, 2014

Dear Policy Makers,

Thank you for the opportunity to address the topic of 2013 Senate Bill 619 related to Model Academic Standards and the Model Academic Standards Board. While I support the concepts raised within the proposed bill, I want to bring portions of the bill to your attention that I recommend for revisions/clarifications. Specifically, I will provide reference to the portions that I believe will negatively impact our students and our taxpayers.

<u>Revisiting English/Language Arts and Math (within one year of the adoption of SB 619)</u>

2013 Senate Bill 619 states:

MODEL ACADEMIC STANDARDS

The 2013-15 biennial budget act (2013 Wisconsin Act 20) prohibits the Department of Public Instruction (DPI) from taking any further action to implement the common core standards (educational standards developed for kindergarten to grade 12 by the Common Core State Standards Initiative) and from directing school districts to implement further standards until certain conditions have been satisfied.

Act 20 provides that any common core standard adopted and implemented by DPI before July 1, 2013, remains in effect and requires DPI to adopt additional college and career readiness standards no later than July 1, 2014.

This bill requires DPI to adopt state standards only after those standards have been developed and approved by the Model Academic Standards Board.

The Common Core State Standards (CCSSs) to date have helped the School District of New Berlin focus our efforts to ensure college and career readiness for all of our students in a globally competitive workplace. This is especially true given that the previous Wisconsin Model Academic Standards were over 15 years old. Our operating definition of state-level standards is that they set the *minimum* benchmarks students must reach to be proficient within a skill or in a content area. In our district, the CCSSs have influenced the design of curriculum and selection of resources that go above and beyond the minimum expectation set by any previous standards. We believe we have the capability of meeting the needs of our learners using innovative instruction within our locally developed curricula built with a foundation laid by the CCSSs.

Developing curriculum around new standards is important and vital work. Around the same time the state adopted CCSSs, it became necessary for us to update our curriculum and resources in English/Language Arts and Mathematics, as they were over 10 years old. We spent a significant amount of our limited resources over the past three years to align to the 2010 state adoption of the CCSSs. Any changes now will come with a cost to our students as well as our taxpayers. Changing the standards will disrupt the fluidity and continuum of our children's education since the CCSSs have been established with articulated academic progressions in both English/Language Arts and Mathematics. Furthermore, stepping back from these standards would result in additional taxpayer dollars spent on curriculum

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School District of New Berlin
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262 789 6220 office
262 786 0512 fax

realignment, potential course/staffing adjustments, as well as a depletion of resources already allocated to other important instructional projects.

As I understand it, proponents and opponents of the E/LA & Math CCSSs argue that this is one of the problems at hand—the CCSSs either force districts to shell out money on teacher training and on new curriculum materials, etc., or that because they have shelled out money, that they shouldn't now change. Please note our district would have allocated resources to curriculum updates regardless if we were aligning to the CCSSs or not. I believe teacher training is critical to any curriculum alignment and updated quality resources are necessary to support teacher instruction and student learning.

Reexamining how our students are meeting and succeeding our expectations in our E/LA & Math curriculum this year will cause additional significant expenditures for professional development and potential curriculum/student resource review. Creating new standards within four years of adopting ones that are setting a higher expectation for students would not help our district reach our goal of fiscal responsibility that reflects a commitment to student learning.

I ask you to honor the work and accomplishments that have been made to date, by not reverting back and making adjustments to the English/Language Arts and Math CCSSs, as we feel maintaining the current use of the CCSSs is what is best for our district at this time. Please further note, that making updates and revisions to the English/Language Arts and Math Model Academic Standards prospectively within a given rotation (not within the next year), is something that I can support.

<u>Model Academic Standards Board</u>

There is a lack of clarity around the members being appointed by either the State Superintendent or that of the Governor. 2013 Senate Bill 619 states:

MODEL ACADEMIC STANDARDS BOARD

The bill creates a Model Academic Standards Board (board) in DPI which comprises the following members: the state superintendent of public instruction, or his or her designee, who serves as co-chairperson and who must appoint four members; six members appointed by the governor, one of whom is to serve as [1]cochairperson; one member appointed by each of the [2]senate majority and [3]minority leaders, [4]one member appointed by the speaker of the assembly; and [5]one member appointed by the assembly minority leader. The members appointed by the state superintendent must include an [6]individual employed as a principal in a high school, a [7]member of a school board, one individual who is a parent of a pupil enrolled in a public school, and [8]one professor employed at an institution of higher education in this state. The members appointed by the governor must include one teacher employed by a public school, [9]one teacher employed by a private school participating in a parental choice program, [10]one superintendent of a school district, [11]one individual employed as a principal in an elementary school, and [12]one individual who is a parent of a pupil attending a private school under a parental choice program. No member of the board may be a member of the legislature.

The specific concerns that I raise need further clarification, include the following:

- [1]*One member appointed by the governor, who is to serve as co-chairperson.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [2]*One member appointed by the senate majority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [3]*One member appointed by the senate minority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [4]*One member appointed by the speaker of the assembly.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [5]*One member appointed by the assembly minority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature? Could this be clarified?
- [6]*An individual employed as a principal in a high school.* Will this be a public or private school principal? Could this be clarified?
- [7]*A member of a school board.* Will this be a public or private school member of a school board? Could this be clarified?
- [8]*One professor employed at an institution of higher education in this state.* Is there any consideration to expanding the members from an "institution of higher education," especially given that there are different perspectives from "institutions from higher education" (i.e. technical college, 2-year college and/or 4-year college)? Further, will this be a professor employed at an institution of higher education from a public or private institution?
- [9]*One teacher employed by a private school participating in a parental choice program.* While I support seeking input from private-school teachers, I have a concern related to asking private school participants to provide input on standards that they are not held accountable to. I believe that if in fact input from such an individual is sought, that they participate and report out on state exams, as well as are held accountable to the same standard public schools are held to (school report cards, district report cards, etc.).
- [10]*One superintendent of a school district.* Will this be a public or private school superintendent? Could this be clarified?
- [11]*One individual employed as a principal in an elementary school.* Will this be a public or private school principal in an elementary school? Could this be clarified?
- [12]*One individual who is a parent of a pupil attending a private school under a parental choice program.* While I support seeking input from a parent of a pupil attending a private school under a parental choice program, I have a concern related to asking a private school participant to provide input on standards that they are not held accountable to. I believe that if in fact input from such an individual is sought, that they participate and report out on state exams, as well as are held accountable to the same standard public schools are held to (school report cards, district report cards, etc.).

Any clarifications related to the questions raised above are critical to determine whether or not the respective Model Academic Standards Board will truly be able to be effective, and provide a fair and equitable representation of stakeholders. I'm only suggesting consistency in clarifying the appointees, similar to how it's already clarified within certain appointments (i.e. "One teacher employed by a private school participating in a parental choice program.") I would ask that you provide the clarification related to the appointees referenced above prior to moving a final draft forward. Further, if the appointments to the Board move forward as proposed, I would advocate for a much bigger discussion/decisions (if they are not already happening) related to the accountability standards for private schools participating in parental choice programs.

Thank you for your time and consideration. Should you have any questions related to my feedback, please feel free to contact me at 262-789-6220.

Respectfully,

Joe Garza
Superintendent

KETTLE MORAINE SCHOOL DISTRICT

Patricia F. Deklotz, Ph.D., Superintendent | deklotzp@kmsd.edu
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March 4, 2014 SB 619 - OPPOSED

On October 3, 2013 I spent the day at the Capitol, rescheduling my calendar and waiting the entire day to share my testimony in support of the Common Core State Standards and the work we have done as a district to set higher expectations for our students. Then, in November I received a survey that I completed, detailing the amount of work that my district has done in support of higher standards. Please know the College Career Readiness strands are important to the post-secondary transition for our students. Kettle Moraine deeply supports the alignment to the college career readiness strands.

I now understand that you are considering legislation that would rewrite the Common Core State Standards through a panel of appointees, to include individuals who are not subject to the standards that will be written. I am amazed that this legislature is working against standards that have been determined to be more rigorous and that you are taking the authority away from the elected State Superintendent of Education. This is work that was originally supported by the National Governors Association. **It is work that continues to be applauded by the Wisconsin Manufacturers & Commerce, major business and industry leaders, as well as local education leaders across our state.**

I have heard the plea that "Wisconsin can do better." I question that statement. I question our ability as a state to design standards that are comparable, across the majority states in our nation so we know how our students perform. I question our ability to fund the design of world class standards and a comparable unique state test and I question the priority of spending money and time on work of that nature rather than investing that money into our schools. I disagree with the idea of walking away from the investment that has been made to incorporate these standards and to develop a test that measures, through performance, our students' achievement. There is a great deal of good work that has been done and money that has been spent. This legislation makes a mockery of that work.

I wonder if you understand the significant impact this legislation would have financially on school districts across our state and the impact it would have on the morale of people working to have our students reach these rigorous standards. To sink millions of dollars into the development of standards and assessments that reflect Wisconsin's opinion, rather than provide comparability across states, is to invest in a system that will not meet the needs of our students. To do so when you recently enacted legislation that took money away from students and educators by lowering the revenue limit that supports schools is even more hurtful. I am very concerned that those legislators advancing this bill do not understand the long term impact this decision will have on their local schools and the students we serve. I urge you to defeat SB619.

Patricia F. Deklotz, PhD.

Superintendent

- Learning Without Boundaries –

KETTLE MORAINE SCHOOL DISTRICT

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March 6, 2014 SB 619- OPPOSED

As you consider SB 619 you are indeed facing a "fork-in-the-road".

Turn to the left and suggest that the student's of Wisconsin wait to have the following process worked out through our political system:

- Convene a cross-section of learning and content experts in reading, writing,social studies and math. Ensure that the team contains experts in developmental learning theories, experts in global learning expectations, experts in vertical alignment of expectations and experts in depth-of-knowledge theories.
- Have these teams develop standards that include agreement, multiple drafts, stakeholder sharing and feedback, revisions, again solicit feedback, pilot the standards, inform districts, inform parents and train teachers.
- Once the standards have completed these process you can then convene another team with expertise in assessment creation, agree on assessment, draft, share, solicit feedback, pilot frequently to ensure validity and reliability, create a bank of valid and reliable questions, find a company to manage the assessment process, inform districts, inform parents and train teachers.

Past experience suggests this is a three to five year process.

Turn to the right at the "fork-in-the-road" and suggest to the student's of Wisconsin that we are poised to move forward based on your understanding that the Common Core State Standards:

- were created with a view of global competition rather than a myopic and antiquated belief that their only competition is "Wisconsin" competition or United States competition.
- were thoroughly vetted by experts in learning theory, content area experts, administrators and teachers.
- hold students to common and high-standards that offer local control of the precise curriculum and resources used while simultaneously offering standardization that doesn't lower the achievement bar based on where a child lives.

In the Kettle Moraine School District we are proud of a legacy of Blue Ribbons, Newsweek Ranking, Washington Post Ranking, Merit Scholars, perfect ACT scores and an example to many. In the last five years we have grown proud of International attention on our work in personalized learning. In an age of customization and ubiquitous technology-- we have responded. More importantly, our students have responded!

- Learning Without Boundaries –

KETTLE MORAINE SCHOOL DISTRICT

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The CCSS provide the an ideal blend of a standardization of expectations that are clear for all students and teachers with flexibility for local decision making. With a clear target in view, we are able to have local control over the path it takes to hit that target. For us that local control goes further to allow for personalization of each student's path to the target.

Our students' success in personalized learning has resulted in the curiosity of hundreds of visitors. From across the United States and across the globe we have welcomed visitors all with the question: "How can we personalize a path for each student while holding them all to international standards?" We believe the CCSS is an essential part of answering this question. Among the recognition of the power of this work was our participation in a global assessment just last week. Eighty 15 year-olds were invited to participate in an Organization for Economic Co-operation and Development Assessment (OECD). This is an assessment that reflects the rigor of the PISA exam. These examples hardly suggests our work with CCSS is holding Kettle Moraine students back or holding them down.

As you make your decision, I trust you will think about how you are asking the students and educators of Wisconsin to spend their time. Do you want us waiting? Do you want us to deny the years of work and research that has gone into the CCSS? Do you want us to believe that a system that is bound to Wisconsin allows our students the best opportunity to be globally competitive? or Do you want us to continue to move forward?

Dr. Theresa Gennerman

To: The Senate Committee on Education

From: Jennifer Metzer,(262)965-6520, metzerj@kmsd.edu

Reading Specialist/Literacy Coach, Kettle Moraine School District

Kohl Fellow Award, 2012

Kettle Moraine Teacher of the Year 2006-07

National Board for Professional Teaching Standards 2002 and 2012 Renewal

Testimony in opposition to Senate Bill 619 Relating to: creating a model academic standards boardRe: Rigorous Standards for Our Students, Misconceptions about Common Core

Members of the Wisconsin Senate Committee on Education, Committee Chairman Olsen, thank you for the opportunity to speak with you today. Last week in second grade I was working with a class of students that was beginning to identify symbolism in a second grade text. The students were actually uncovering writer's craft moves! They noted that, Catina was like the cymbals, loud. Houndsley was like the snow, quiet. As a student I don't remember learning about symbolism until high school. Will second graders call it symbolism? No. Will they start to mimic the author James Howe and start including craft moves in their writing? Yes. Powerful and all possible because of the rigorous standards we call common core.

I come to you today with a Wisconsin perspective. I come to you today as a National Board Certified teacher, not once, but twice. I attended elementary school in Cottage Grove and Lac Du Flambeau. I attended high school in Minocqua. I have taught in Wisconsin Rapids and now in Kettle Moraine. My father was a teacher at LaFollette and at Nicolet Technical College. Wisconsin and excellence in education are two words that have always fit together in my mind. I taught for two years in California at the outset of my teaching career, no thanks! I fought my way back into Wisconsin at a time when 1400 applicants would apply for four jobs. Wisconsin, a place I want to teach.

For more than twenty years, we have jockeyed for top position in ACT scores-yet another proud Wisconsin tradition of excellence in education. In 2006 ACT commissioned a study (this information can be found in appendix A of the common core) that greatly influenced the creation of common core, a core of skills that will graduate students who are college and career ready. For twenty years the leaders of education in our state have been doing something well, the scores speak for themselves.

Common core seeks to prepare our students to be ready for their career or college, what an opportunity for the state. Graduates from high school who can go straight to manufacturing jobs with the reading, writing and math skills they will need to succeed. Graduates from high school who will not need remedial courses in college. The core standards are a pathway to economic success. Well educated students are an investment in the type of economy we seek.

The standards are working already in a second grade classroom in my school, already working in all classrooms in my school as we lift the level of thinking through these thoroughly developed standards.

Now about the misconceptions, common core has a sudden storm of untruths swirling about on the internet and in the news. ~~Appendix A~~ Appendices A,B,C a mere ~~126~~ 333 pages-most people, even educators, have not read it. Many of the myths being circulated about common core could be undone if parents, educators and leaders actually read the entire document. Not reading the complete document is like trying to understand the Constitution without reading the preamble. Common core is not a curriculum and for anyone to use the word curriculum in conjunction with the core is misrepresenting the whole concept. The common core is a set of rigorous standards, that are certainly not, common. Never, in my almost twenty years of teaching have I witnessed a set of standards that has lifted the level of teaching and learning so quickly, for both educators and students.

It seems almost surreal to me that the process of creating the common core began at least six years ago and suddenly, now, we have a crisis. We are standing here today, debating them. Let me quote briefly from the common core standards document, "The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

I am not convinced that a panel of nine, and in fact I know, that a panel of nine, in a short timeline, cannot match the kind of intellect and feedback that has been already invested in the creation of the common core.

Let educators do our jobs, we have spent almost three years integrating and understanding these standards already. Senate Bill 619 fails to provide the time, the money, or the resources to improve upon something exceptional.

Thank you, and I am happy to take questions.

Jf Mutzer

March 6, 2014

To: Members of the Senate Committee on Education

From: Richard Melcher, High School Teacher

Re: Testimony in Opposition to Senate Bill 619

Mr. Chairman, Senators of the Committee on Education, thank you for the opportunity to testify at this public hearing concerning Senate Bill 619.

First and foremost, I want to state for the public record, I have taken a personal leave day and I am here to testify on my own behalf. I do not represent any teacher's organization nor do I speak on their behalf.

So that I'm clear on the intention of this bill, I beg your indulgence while I read portions of the Legislative Reference Bureau analysis of Senate Bill 619.

According to the LRB analysis of this bill, DPI will be prohibited from doing two things, and I quote;

1) "taking any further action to implement the common core standards."

2) "directing school districts to implement further standards until certain conditions have been satisfied."

Further quoting from the LRB analysis; "This bill requires DPI to adopt state standards only after these standards have been developed and approved by the Model Academic Standards Board."

This MASB will consist of 15 members; the state superintendent, or his or her designee, 4 other members appointed by the state superintendent and 10 members appointed by partisan political officials, 6 of those by the governor.

In addition this bill requires the MASB to appoint 4 subject specific subcommittees. These subcommittees are required to submit proposed standards within 12 months of enactment of the bill for English, reading, language arts and mathematics and within 36 months for science and social studies.

When this is done, the state superintendent must take into consideration these proposed standards, hold a public hearing, and submit proposed model academic standards first to the legislative council staff and then to

the Joint Committee for Review of Administrative Rules. The JCRAR must then hold a hearing before it approves or objects. If they object, the JCRAR gets to propose a bill to the senate and assembly using the standards proposed by the MASB. We're still not done. The MASB must hold a hearing before it submits its proposed standards to the superintendent.

Did I get any of that wrong?

Then I will quickly get to my 3 points of objection.

First, as this is a bill authored by senators from the republican party, I find it ironic and somewhat hypocritical that this bill adds more government involvement and bureaucracy.

Second, those who authored this bill as well as those others of you on this committee who have been around long enough should know that this bill is unconstitutional. In 1996, the Wisconsin Supreme Court

held in Thompson v. Craney that, "Our review of these sources demonstrates beyond a reasonable doubt that the office of state Superintendent of Public Instruction was intended by the framers of the constitution to be a supervisory position and that the "other officers" mentioned in the provision were intended to be subordinate to the state Superintendent of Public Instruction."

By creating the MASB and, quoting SB 619 "prohibiting the State Superintendent from taking further action to implement the common core standards", you are giving, quoting Thompson v. Craney again, "the former powers of the elected state Superintendent of Public Instruction to appointed 'other officers' at the state level who are not subordinate to the superintendent, (this is) unconstitutional beyond a reasonable doubt. If changes such as (these)... are to be made in the structure of educational administration --- and we express no judgment on the possible merits of the changes --- they would require a constitutional amendment."

If it is your intent to pass this bill and have the governor sign it into law because you have the votes to do it and

let the Supreme Court decide later if it is constitutional again, wasting taxpayers money; then it brings me to my final objection.

As a classroom teacher, I am tired of the people in this building treating teachers like they are simply servants to do their political bidding. We are professional educators. We have years of training and experience in the classroom which makes us invaluable resources for moving the education of Wisconsin's students forward. For the past 4 years the teachers, administrators, counselors, parents, school boards, and many others in education have been working hard along with the D.P.I. and C.E.S.A. offices to make implementation of Common Core go as smooth as possible. If any of you had issues with what was going on you should have been working **with** us and the D.P.I. to make the implementation easier. Withdraw this bill and work **with** the superintendent and the teachers of this state to make education in Wisconsin something to be proud of.

Middleton-Cross Plains Area School District

★ Challenge ★ Inspire ★ Support

Senator/Senate Committee Chair Olsen, Senate Education Committee, March 6, 2014

I support continuing the Common Core State Standards as a framework for curriculum and instruction for Wisconsin. I urge you to oppose Senate Bill 619. Please support staying the course with a set of standards that is widely accepted by moderates in both political parties across the United States.
It is clearly unfortunate that another round of debate surrounding the Common Core State Standards is emerging. As a district, Middleton-Cross Plains Area School District has spent an enormous amount of time aligning curriculum to these standards that have been adopted by 45 of 50 states. Although there has been some politicization of the standards in the past few months (opposition from the far left and far right), the standards were developed in a very non-partisan environment with the support of the National Governor's Association with both Republican and Democratic support.

If this legislation is passed, our district and many others, would likely need to stop significant work on curriculum development while a state committee creates a new set of standards. Knowing the political overtones that this could result in, it is likely that this will be a contentious process. A uniquely Wisconsin set of standards would also place us outside the mainstream of program materials and assessment in the United States.

One significant impact for district across the state if Senate Bill 619, or similar legislation, is passed will be the uncertainty adopting an aligned standardized assessment. The currently planned Smarter Balance tests will allow legitimate district to district, and state to state comparison of student achievement. One central criticism of schools and school districts across the nation has been the checkerboard of inconsistent standards, assessments, and benchmarks which challenges the public and elected officials when determining school, school district, and state success in public education.. We have been piloting Smarter Balance assessments for more than a year and have been impressed with the rigor and alignment to higher levels of thinking. If the state were to decide to develop its own assessments, the costs would be major, and the tests would likely be difficult to compare in terms of validity and reliability.

Please stay the course with the Common Core State Standards, and walk away from the divisiveness of the proposed legislation. Utilizing the Common Core State Standards I believe is in the best interest of our students and our state. The standards will foster accountability and consistency that the vast majority of Wisconsin parents and educators expect.

Please support the retention of the Common Core State Standards, and oppose any legislation that will confuse and impede our efforts to develop a powerful and valid baseline for curricular planning.

Respectfully,

Donald Johnson

Dr. Donald Johnson, Superintendent
Middleton-Cross Plains Area Schools

Middleton-Cross Plains Area School District, 7106 South Ave., Middleton, WI 53562 (608) 829-9000 Fax (608) 836-1536 www.mcpasd.k12.wi.us

Fairview Elementary School

Building Our Future, One Leader at a Time

March 6th, 2014

On August 20th, 2010, I attended my first workshop on the Common Core State Standards. The aim of the workshop was to deliver a systematic plan of services to lead and support effective district adoption of the Common Core. In the almost four years since then, countless hours have been put in by district leaders to gain an understanding of the Standards and analyze the current methods and pedagogies to ensure that our students could meet these new expectations.

As I stand before you today, I ask myself "why?" Why do educational leaders from around the state have to gather today to defend the work of the last several years? What exactly is wrong with the Common Core? What is wrong with Reading and Literature standard 1.1, which says that first graders should be able to ask and answer questions about key details in a text? What is so atrocious about math standard 4.NF.B.3, which asks 4th graders to understand the addition and subtraction of fractions? If the Common Core State Standards are truly deplorable, and you propose that Wisconsin write their own standards, my question to you is how would they be different? How would they be better?

I have heard opponents to the Common Core say that the cost of implementing the Standards would be too great a burden for districts to bear. However, that argument is without merit, because districts have been working that cost into their budgets for the past 4 years. If implementation cost is truly a concern, you may want to form a committee to explore a reimbursement plan for those districts who are already well into the adoption process.

I have also heard the misconception that the Common Core restricts teacher freedom, removes classic literature from the classroom, and eliminates local control. These hollow arguments only bring to light the ignorance of those who have not read the Standards and also the irresponsible propaganda being spread by those with a financial interest in the game.

In the introduction of the Common Core State Standards, which I read for the first time in 2010, it states, and I quote:

> "The standards should be recognized for what they are not as well as what they are...The standards define what all students are expected to know and be able to do, NOT how teachers should teach. Furthermore, while the standards make reference to some particular forms of content...they do not- indeed, cannot- enumerate all or even most of the content that students should learn. The standards must therefore be complemented by a well-developed, content rich curriculum consistent with the expectations laid out in this document."

The introduction continues by saying, and I quote:

> "While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the standards is to ARTICULATE THE FUNDAMENTALS, not set out an exhaustive list or a set of restrictions that limits what can be taught."

Members of the committee, please believe me when I say that I would much rather be back in Pulaski today, celebrating Read Across America Week with my students. However, I felt the need to come here to advocate for their best interests. I'm not here because I am motivated by money, greed, or a hidden political agenda. I am here because I am motivated by the students of Fairview Elementary School. I believe that they deserve to be held to a higher universal standard. A standard that can be set by the Common Core.

Thank you for your time and your service to our state,

Eric P Vander Hasval
Principal
2840 Highway 32 • Krakow, Wisconsin 54137 • Phone: 920.894.6300 • Fax: 920.894.6307
www.pulaskischools.org/fairview • www.pulaskischools.wordpress.com • www.twitter.com/pcsd_fv
Pulaski Community School District does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

Testimony in Opposition to SB 619 on March 6th, 2014
Dominick Madison
District Administrator
Brillion Public School

Member of the Senate Committee on Education

I am testifying today in opposition to SB 619. This piece of legislation would have a negative impact on public schools in the state of Wisconsin because it creates uncertainty and instability in the work classroom teachers are doing to raise student achievement in math and language arts. The Common Core State Standards (CCSS) are supported by both the business community and the higher education community in Wisconsin and the nation; validating the tenant of CCSS to ensure students are career and college ready. These standards came from the states and represent the working of federalism at its best. It was the states that came up with this good idea and the federal government is working on behalf of the states to accomplish what the people have said they need. While loud and vociferous criticism has come from small and often uninformed parties, the fact remains that the CCSS puts Wisconsin's expectations for students as high as any in the world. The process to implement the standards has been effective, inclusive, and complete. No other decision in recent memory has been made with input from as many quarters as the CCSS. All parties impacted by these standards were a part of the process to study and to implement them. To suggest that these standards are federal overreach done without contemplative study and consideration by educators in Wisconsin, is to misrepresent the facts surrounding CSS implementation in Wisconsin.

While the overwhelming majority of educators and citizens favor the standards, there are some who will work to spread misinformation in an attempt to further their own agenda. Their disinformation remains as placidly false today as it was on the day they first conjured up their mythical stories about the CCSS. As it exists today every professional statewide education organization has endorsed the CCSS, the UW system and Wisconsin Tech Colleges has endorsed the standards, the Wisconsin Chamber of Commerce has endorsed the standards, and the Wisconsin Manufacturers and Commerce has endorsed the standards. A broad coalition of support from across the political and economic spectrum has found that the work currently being done in public schools in Wisconsin on math and language arts is what should be done.

It is patently obvious that no significant problem exists with the standards that are being implemented in our public schools. This bill needlessly undermines curriculum work being done on behalf of our students every day. The legislature does not need to expand its scope of influence nor does a need exist for laws to be passed that attempt to solve problems that do not exist. I urge the committee to keep the legislature focused on working to solve real problems, not imagined ones. SB 619 is clearly a solution looking for a problem.

Dear Senate Education Committee,

Over the past year the Common Core State standards have come under fire really for reasons unknown other than a politically driven agenda. The Common Core have been in place over the past three years with substantial time and money being invested in curriculum adjustments, material purchases, and training. This has all been done with substantial underfunding of our schools and programs. Over the years Wisconsin has prided itself and been looked upon as a model for education, a state others could look to for its successful programs and results. The Common Core strengthened and raised the bar for students to be college and career ready providing an avenue for students leaving high school to be ready for success at the next stage of their lives.

The Common Core Standards have solidified standards across this nation to compare not only strengths but also areas to focus on for improvements within our programs and with our students. It allows states and students across our nation to be compared as equals due to a commonality by what they are taught and the standards that drive the content in our schools. The rigor and high standards that have been set by these Common Core Standards have set the table for our future and the success of students and businesses across this nation. Yet here we stand defending that which has raised the bar and created equality of high achievement.

Along with the standards we have a state wide assessment that is not a useful tool or an assessment which provides data that can be used and reflected on. The WKCE assessment is an outdated assessment assessing student's knowledge at the beginning of the school year and sharing results in the spring. This assessment does not allow for adjustments to teaching and learning due to its timing and lacks useful feedback when released in the spring. The new Smarter Balance Assessment which is based off of the Common Core is set to start this next school year and has benefits to teaching and learning. This assessment shifts the timing to the spring which shows student growth over the year unlike like the WKCE which shows what occurred over the summer and is not a true representation of what students have learned over the course of the school year.

With a state that continues to deteriorate and underfund public education, how are schools, once again suppose to find ways to purchase new materials, train staff, and fund programs to implement new standards? As politicians, who are charged with being fiscally responsible, how is throwing millions of tax payer dollars out the window, following that fiscal responsibility? Assembly Speaker Vos stated, "There is a whole lot of arrogance in (the state department of education) to think the only people concerned with high standards are educators." Really, that statement implies that politically there is support of public education, funding for programs, and a partnership to improve our schools. Yet actions by our governor and political parties do not support that statement through the continued deterioration and underfunding of our public schools.

It seems that our state's educational programs and successes have been sold to the political groups who put the most money in the politician's coughers. Eliminating the Common Core State standards not only weakens our school systems, would eliminate consistency, detrimentally affect schools financially, but it is another step in undermining public education and as a state moving backwards instead of

forward. I am hopeful that the Common Core Standards will stay in place continuing the high expectations, and preparing all of our students to be college and career ready. This in turn provides a successful future for our students and businesses who have workers entering their doors with a strong educational background.

Thank you,

Marc Klawiter
Principal Lannoye Elementary School

March 3, 2014

Dear Members of the Senate Committee on Education:

I am writing in regards to the upcoming hearing regarding Senate Bill 619. I am strongly opposed to politicizing the process of developing, writing and approving academic standards in the state of Wisconsin.

I believe in "local control" and feel that we continue to be conceding our local control of school districts and their daily operations to the state the past three to four years. I question how a subcommittee of fifteen individuals who have little or no experience in education could be charged with developing and writing our academic standards. When I view the proposed make-up of the committee, it definitely looks politically charged with individuals who would make up the committee and be appointed by the governor. Just because one can "read complex text" or "complete difficult algebraic problems" does not mean that they can write the standards and benchmarks needed to be rigorous and academically challenging for our K-12 students. It is time to change the CCSS debate to a discussion about the consistent implementation and teaching of the standards in our state with local decisions rather than if they should have ever been adopted in Wisconsin and now abandoned.

We are in need of new standards in science and social studies since these were last written in 1998. However, this is not the process that should be used in our state. Our English Language Art and Math standards should be reviewed and revised, as well as other standards, so that they challenge our students and are rigorous, relevant standards that allow our state to compete on a national and international level. Again though, this is not the process outlined in Senate Bill 619 that should be used.

The Wisconsin Manufacturers and Commerce came out in early February, 2014 supporting the CCSS. I might add that WMC has heavily backed Scott Walker and other republicans. Jim Morgan, president of WMC's educational division said "the standards have given local communities a common purpose, the states a common goal and our country a tool to ensure our long-term success. The Common Core makes common sense for Wisconsin school districts. Wisconsin businesses and employers have been asking for accountability and measurement in schools for more than 25 years and the CCSS will provide consistency across the state, more accountability and innovation and increase quality".

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,

Jennifer Gracyalny

Jennifer Gracyalny
Director of Learning Services
Pulaski Community School District
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Ψ Wisconsin School Psychologists Association, Inc.

March 6, 2014

Esteemed Legislators:

Thank you for this opportunity to provide comments on SB619. My name is John Humphries, and I am here to offer solutions that respect the many positions on the important issues facing us today. I will be sharing the views of the Wisconsin School Psychologists Association, which I serve as President-Elect. I am also a former staff member of DPI, having served as the School Psychology consultant for 7 years before returning to the schools in 2011. I am a Nationally Certified and DPI-Licensed School Psychologist and Director of Special Education and Pupil Services. I currently work in that capacity in the Dodgeville, WI School District.

The primary purposes of WSPA are to serve the mental health and educational needs of all children and youth, and to facilitate and support the effective practice of school psychology. School psychologists are scientists in the field of education. We know and understand research-based practices that use student-level and system-level data to improve student outcomes. Wisconsin School Psychologists are required to hold at least an Educational Specialist level of training, with over 30 credit hours of Post-Master's Degree, supervised practice. As opposed to some states, school psychologists in Wisconsin are eligible for private practice licensure through our Department of Safety and Professional Services. There are about 1,000 licensed school psychologists in our state. WSPA provides today's comments with a unique perspective about the Common Core State Standards based on our backgrounds as scientist-practitioners. We agree with both the State Superintendent and with the Governor, and we have a recommendation for moving forward that takes both of perspectives into account.

On October 23rd 2013, the Wisconsin School Psychologists Association provided testimony to a legislative task force regarding implementation of the Common Core State Standards. At that time, we called for a number of important measures. These included:

- Use the Common Core as a baseline of expectations.
- Provide more explicit definitions and clarify assumptions of the standards.
- Identify those areas of the Common Core that can be improved and provide more information on how best to implement the new standards.
- Develop a task force to identify areas of needed improvement, along with resources to support high-level implementation of the CCSS. These might be called "The Wisconsin CCSS Extension Standards." This would clearly identify those areas where our state wants Wisconsin students to excel beyond the national standards. Such a task force should include a broad and inclusive group of stakeholders, but also include national experts in reading and math skill acquisition who can guide Wisconsin as we move forward.

WSPA is very concerned with the proposed Common Core legislation. The proposal does not begin with a baseline of the Common Core, and instead develops new standards from scratch, a challenge that Wisconsin has historically struggled with. The proposal does not include a broad and inclusive group of stakeholders. Expanding upon standards will require the involvement of experts with a breadth and depth of training and experience that may be lacking in Wisconsin. We call upon the legislature to define and expand the work group participants for more complete representation and again, to include national experts.

Developing the Common Core State Standards took an enormous amount of work. Our professionals across the state are not yet fully versed in the new standards. How would we possibly expect them to create new, high-quality standards in a year? Ultimately, an excellent product comes from reasoned, thoughtful discussion. WSPA calls upon the legislature to extend the time period for creation of additional standards.

WSPA is concerned with the appropriate role of the state superintendent. The Wisconsin Constitution, Article X, states, "The supervision of public instruction shall be vested in a state superintendent and such other officers as the legislature shall direct." The delegate Lorenzo Bevans summarized his comments about the proposed office of state superintend by stating, "...who alone can give uniformity, energy, and efficiency to the system?" [*Journal of the Convention of 1846*, reprinted in the *Attainment of Statehood* 568 (Milo M. Quaife, ed., 1928)]

WSPA is very interested in supporting "uniformity, energy, and efficiency" in our system of state schools, as envisioned by the framers of our state constitution. We believe that adoption of the Common Core does precisely this, and that this is one reason why many groups including Wisconsin Manufacturers and Commerce have publicly given their support. What is the purpose of Wisconsin Standards if they are not aligned to nationally-normed tests or directly comparable to other state's standards? The future of the global marketplace involves competition on a grand scale. Wisconsin students should not be held apart from an opportunity to compete on the same playing field as students from other states. There is no reasonable rationale for taking Wisconsin out of the national conversation on educational outcomes.

Finally, as experts in assessment, we are very concerned with the possibility of the development of a replacement statewide assessment. It is inconceivable that an assessment developed for our state would be as comprehensive and meaningful as the Smarter Balanced Assessment. Furthermore, having one consistent assessment that is used across the nation gives us an excellent way to measure our student's progress. This issue is one that should cause significant concern to all who are interested in moving our schools forward in a uniform and efficient manner.

In summary, Wisconsin deserves higher standards, not replacement standards that could very easily be less rigorous than the Common Core. The proposal inserts politics into a process that should be focused on educational expertise. We again call upon you to use the Common Core as a baseline and add more clarity, rigor, and support for implementation.

Thank you again for your time and focus on these important educational issues.

John Humphries, NCSP
President-Elect
Co-Chair, Legislative Committee
johnhumphriesncsp@gmail.com
(608) 438-6109

/s/
Katie Ashley
Co-Chair, Legislative Committee

/s/
Betty DeBoer, Ph. D.
President

March 6, 2014

Good Morning,

My name is Rebecca Kurzynske. As a member of the Oconto Falls Public School District Board of Education, I urge you to vote against Senate Bill 619 and oppose the creation of a Model Academic Standards Board with membership filled by political appointment. This board would be given authority over matters that clearly are the responsibility of the Department of Public Instruction, according to the Constitution of the State of Wisconsin.

A politically appointed board to oversee the development of academic standards is a step backwards and disrespects the profession. Within the Oconto Falls School District and in Districts across the state, we have spent countless hours revising our curriculum to align with the adopted Common Core State Standards and continually work to implement other Model Academic Standards as they are adopted including the Career and Technical Education Standards which were adopted this past fall.

Our administrative team has done an outstanding job of keeping our Board of Education updated on changes to academic standards and how this may impact the education we provide our students. Using the Curriculum Development and Evaluation process prescribed by Board Policy, our administrative team has lead staff in developing program intent, selecting materials, implementing the revised curriculum based on the new standards, and will continue the process by evaluating the program and identifying areas of needed improvement. Our policy states, "The Board has the responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum." Our policy goes on to clearly identify responsibilities for maintaining instructional programs consistent with provisions of the constitution of the State of Wisconsin and other applicable policies, regulations, and rules. The policy also outlines the Board's expectation that faculty and administration evaluate the program and report their findings as well as recommendations to the Board.

The standards guide our instruction. However, resources selection, curriculum development, and instructional practice are still determined at the local level based on the needs of the District and its students. As a member of the Board of Education and representative of the Board on our local curriculum committee, I have often looked at options for programing, staffing and curriculum. Ultimately, our locally elected School Board makes the call on what happens in our schools.

Additionally, I would ask that you consider the time, effort, energy, and resources our districts have invested in preparing our leaders, educators, students, and families for the shifts to higher standards and greater accountability. Our educators have spent time unpacking the standards, evaluating their current practice, researching educational materials, engaging in professional development related to research-based best practice instructional strategies as they prepared for this year, their first full implementation year using the Common Core Standards as their guide.

Our Board of Education has made a conscientious effort at the local, regional, and state level to deepen our understanding of the purpose of the new standards and the assessments that accompany the new standards. We do this not because we have been mandated to do so, but because we know that it is in the best interest of the students, families, and community we serve. Our parents are excited about the opportunities available to their students which will help them achieve at higher levels.

As a member of the Oconto Falls Board of Education, I take my responsibility as a Board member very seriously. Like members of the State Legislature, we take an Oath of Office to support the Constitution of the United States and the Constitution of the State of Wisconsin and to faithfully discharge the duties of our office. I urge you to vote against Senate Bill 619 and preserve local control of Wisconsin's PUBLIC education system and at the same time respect the work and authority of the Wisconsin Department of Public Instruction. Thank your for your service to our state and for the opportunity to share my thoughts with you today.

Bec Kurzynske

Rebecca Kurzynske
Clerk, Oconto Falls Public School Board of Education
(920) 373-3961

Testimony to Wisconsin Senate

Bill to replace Common Core Standards

March 6, 2014

Ann Marie Hillman

(Review of time and money spent by schools preparing for Common Core for 3 ½ years)

A Nation at Risk, 1983, as beginning of the standards movement, under Reagan

Among 38 recommendations to improve education

In 3rd grade at that time, now finishing my doctoral degree; country is just about to put the recommendation for national standards and common assessment into place

Why replace standards that describe ambitious educational goals, especially for struggling readers?

Short-hand descriptions of CCSS for Reading

1. Comprehend text and cite evidence.
2. Summarize themes.
3. Analyze text and sequence.
4. Develop vocabulary.
5. Analyze text structure.
6. Identify point of view and bias.
7. Use multiple sources, within or between texts.
8. Analyze arguments.
9. Compare and contrast texts.
10. Independently understand texts at grade level.

Understanding these anchor standards allow us to understand literacy standards for English language arts, science, social studies /history, and technical subjects across the curriculum.

In contrast, designing Wisconsin model standards representing stepping backwards to where we just were, before we agreed to adopt the CCSS in 2010. Wisconsin's model standards were often cited in research about standards as among the most vague, abstract and unworkable in the nation (.

Personal appeal that we allow the national standards to proceed, finally after a thirty-year process, with the aligned assessments coming out this fall, to allow Wisconsin's educational system to prove its worth in national comparisons. This would also allow our educators to discover and address any shortcomings for the sake of the kids now.

Testimony in Favor of 2013 SB-619 the Model Academic Standards Bill

by Craig T. Dedo
March 6, 2014

Thank you very much for giving me the opportunity to testify on SB-619, informally known as the Model Academic Standards bill. I am in favor of swift passage of this bill by both houses of the Wisconsin State Legislature.

Most of the others who testify here today will most likely address the technical issues of this bill. I would like to address the constitutional, philosophical, and ethical issues in this bill.

Constitutional Issues

I believe that this bill is constitutional according to the original public meaning of both the United States Constitution and the Wisconsin Constitution. Although I am neither a lawyer nor a constitutional scholar, I am a citizen who takes both constitutions seriously and believes that the plain English in both documents means exactly what it says. I expect that all state and local officials in Wisconsin, legislative, executive, and judicial, will also take both documents seriously.

I believe that the apparent position of Tony Evers, the State Superintendent of Public Instruction, that he alone has the constitutional authority to determine state standards for public schools, is seriously mistaken. I have read Article X, "Education", in the Wisconsin Constitution in its entirety and I can find no grant of sole authority on this subject to the state superintendent. To the contrary, there is clear constitutional language that contradicts this position. "The supervision of public instruction shall be vested in a state superintendent and such other officers as the legislature shall direct; and their qualifications, powers, duties and compensation shall be prescribed by law." (Wisconsin Constitution, Article X, Section 1)

This plain language means that the state superintendent has only that authority that is expressly granted to him by law and nothing more. Thus, he has both a legal and ethical obligation to faithfully execute the laws passed by the legislature on the subject of public education. To refuse to do so or to take action that contradicts the decisions of the legislature would be to usurp the explicit constitutional authority of the legislature.

Philosophical and Ethical Issues

I am strongly opposed to the adoption of the so-called Common Core State Standards (CCSS) as academic standards for Wisconsin public schools. My opposition is for all of the reasons given by Dr. Duke Pesta in his presentation "Common Core: Not for the Common Good" ([Pesta 2014]). All of the facts and ideas in his presentation are incorporated into my testimony by reference. I strongly encourage the Wisconsin State Senate to include all of his presentation in the public testimony on this bill.

I have listened to Dr. Pesta's presentation on three (3) occasions this year: February 7, February 22, and March 5. During the presentation, I noticed a number of characteristics of Common Core that trouble me. Following are some of these characteristics.

1. Top-Down Decision-Making. Although there is a pretense that Common Core is adopted and implemented by each state individually, this is not really true. Instead, it has been largely imposed on the states by the US Department of Education, through a series of bribes and other acts of coercion.

2. Stealth Implementation. Common Core was developed in secret by a small group of developers without any input from any persons outside of the original developers. When the states adopted Common Core, there never were any public hearings nor were there any votes by state legislatures.

3. Nationalized Curriculum. Common Core centralizes the development of the curriculum at the national level. With Common Core, almost all curriculum decisions are made by a small group of bureaucrats in the US Department of Education or their designees, who are completely isolated from influence by the general public. This means that local boards of education will lose control of the curriculum of their schools. Since almost all text books are already being aligned to Common Core, local boards of education will be hard pressed to find texts that are different from Common Core. This nationalization of curriculum directly contradicts the 10th Amendment to the United States Constitution, "The powers not delegated to the United

States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Since the United States Constitution does not vest authority over education in the federal government, authority over education is reserved to the states.

4. Data-Mining Kids. Common Core requires the schools to collect large amounts of data on the students, their parents, and their home environment. Some of this is through explicit surveys conducted in the schools. Some of it is collected via stealth methods through electronic monitoring devices. These practices are a violation of the right to privacy that is supposed to be protected by the 4th Amendment to the United States Constitution.

5. Usurpation of Parental Authority. Schools implementing Common Core have implemented practices that infringe on areas that traditionally have been reserved to parents.

- Some parents no longer have access to text books and other teaching materials that are being used in the classrooms.
- Providing health care to students without parental knowledge or consent.
- Integration of material about human sexuality into unrelated subject matter instead of being reserved in separate courses with the opportunity for explicit parental buy-in.
- Material that teaches particular opinions about politics, religion, and ethics that may be in opposition to what the parents are teaching their kids at home.

6. Teaching of Socialism. Some of the Common Core teaching materials are advocating socialist positions on public policy without any opposing positions or points of view. These practices are turning the public schools into socialist indoctrination centers.

Taken together, these characteristics and practices strongly resemble the educational practices of a well-known nation in the recent past. That nation was the Soviet Union. These practices also are typical of other totalitarian nations. If Common Core continues to be implemented in Wisconsin, we will end up mandating Soviet-style education in this state. This nation was founded on the idea that human rights come from God and are not privileges granted by a benevolent state and that governments are established to preserve, protect, and defend the God-given rights of the people. ***Therefore, implementing practices like those in Common Core in our public and private schools should be anathema to all freedom-loving people.***

Taking the decision-making authority for educational standards out of the hands of the state superintendent and placing that authority into a carefully chosen Model Academic Standards Board will go a long way toward making sure that standards for Wisconsin public schools are a good fit for the needs of Wisconsin and are consistent with the values of a free society. This bill is carefully crafted and will go a long way toward developing and implementing high quality standards for Wisconsin public schools.

Therefore, it is imperative that the Wisconsin State Legislature approve this bill into law as soon as possible.

References

[Pesta 2014] Pesta, Dr. Duke. "Common Core: Not for the Common Good" (Presentation at the Kiwanis Society, Elm Grove Wisconsin, 7 February 2014; at the Country Springs Hotel, Pewaukee, Wisconsin, 22 February 2014; and at the Machine Shed Restaurant, Waukesha, Wisconsin, 5 March 2014).

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An English Language Arts Curriculum Framework for American Public Schools: A Model

For use by any state or school district without charge

Chief author: Sandra Stotsky
Professor Emerita, University of Arkansas

February 2013

SB619 Testimony, Jim Scott, 2410 Crystal Ln., Wisconsin Rapids, WI., 3/6/14

Thank you Mr. Chairman for allowing me to testify today in support of the enactment of SB619.

Over the last five months many opponents of Common Core have voiced their criticism, now it is time to offer a solution. Before you is a gift, a copy of the 2010 edition of the Massachusetts English Language Arts State Standards, updated in 2013. Please accept these standards as the first submission to the Model Academic Standards Board. I took a page from Dr. Evers playbook; I want to be the first to sign up!

For the first decade of this century Massachusetts scored first or second amongst the 50 states, in ELA proficiency, on both the PISA and NAEP exams. The Massachusetts standards have endured the test of time, are rigorous, and well vetted. The MASB can adopt them in whole, in part, or use them as a "starting point" for the "Wisconsin Standards." Please note on the title page of the Massachusetts Standards, they are "free," can be adopted by Wisconsin at no cost, and there is no copyright.

The enactment of SB619 is essential to maintain the continued integrity and veracity of public education standards. The creation of the MASB will offer diversity of ideas from a broad base of stakeholders, mitigating the endless cycle of educational inbreeding. The MASB will bring transparency to the adoption and review process, which was blatantly lacking in the adoption of Common Core.

The February 19 "Colleagues" letter sent out by Dr. Evers, "creating a politicized process," was quite ironic. One of the primary reasons the ground swell of citizen concern about the implementation of Common Core occurred was that it was perceived as "politicization" of public education, crossing over the fine line from education to indoctrination, loss of local control, and the indirect control of public education by the Federal government.

It is in the best interest of the citizens of Wisconsin that SB619 be enacted on a timely basis.

Thank you, Mr. Chairman.

Prepare Each Student To Be Successful
www.pointschools.net

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STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

Senate Committee on Education – SB 619 Public Hearing – Thursday, March 6, 2014
Testimony of Attila J. Weninger, Ph.D., Superintendent, Stevens Point Area Public School District

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

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

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

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

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

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

WCASS

The Wisconsin Council of Administrators of Special Services

February 20, 2014

Honorable Wisconsin Senators and Representatives,

We are writing to you today in support of the Common Core State Standards (CCSS). We are opposed to the construction of a legislative body charged with determining Wisconsin standards. We are opposed to the micromanaging of the legislators that are proposing to create Wisconsin educational standards. Respectfully, the creation of Wisconsin-based standards and the respective deconstruction of the CCSS should be placed in the hands of those who are steeped in educational experience and training, not those who are charged with the creation of policy and budget.

The Wisconsin Council of Administrators of Special Services (WCASS) and its affiliation with the School Administrators Alliance (SAA) are supporters of the democratic process in which these important decisions are made. We recognize that as our State and local representatives your charge and dedication in regard to our educational infra-structure is one of continuous improvement. As with most continuous improvement models there is some modicum of a Plan, Do, Study, Act (P-D-S-A) cycle that is based on data, or outcomes. We applaud the fact that you have provided the necessary leadership to adopt and support the CCSS as we, both a State and local educational leaders, begin to collect, synthesize and evaluate the data associated with the CCSS.

The integrity of any continuous improvement, or P-D-S-A, model is based upon the objective determination of outcomes at the end of such a process. Wisconsin, and the Stevens Point Area Public School District, is on the cusp of realizing the true potential for the implementation of the CCSS. To change direction now would negate the excellent hard work that our Wisconsin public educators have completed over the past several years. Curriculum has been re-written and aligned to the more rigorous CCSS, instruction has been modified to include best pedagogical practices, and assessment procedures have been recreated to insure that all students have an equal chance to receive a quality education in Wisconsin – an attribute that has traditionally made Wisconsin a leader in education.

Please preserve the integrity of our Wisconsin public schools and allow us, the educators, to complete the continuous improvement process by illustrating, with data that the CCSS works for Wisconsin. Please do not support the creation of a committee that will further politicize our public education system in Wisconsin.

Thank you for your time and leadership.

Sincerely,

/s/

Greg Nyen, President – WCASS
Director of Student Services,
Stevens Point Area Public School District
Stevens Point, WI
54481

Sincerely,

/s/

Gary Myrah, Executive Director - WCASS
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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Senate Committee on Education
March 6, 2014

Department of Public Instruction
Testimony on 2013 Senate Bill 598

I want to thank Senator Olsen and members of the committee for the opportunity to testify on Senate Bill 598 (SB 598). My name is Dr. Sheila Briggs. I am the Assistant State Superintendent at the Department of Public Instruction and am here today to testify for information only.

I am charged at the department with overseeing the implementation of the Educator Effectiveness system for Wisconsin. School districts are required to implement this new system beginning in the fall of 2014. Current law allows for school districts and 2R charters to apply for equivalency to the Department of Public Instruction, if they wish to use an alternative model to measure educator practice. We currently have one consortium of districts that has applied for and been approved to use an alternative model for educator practice. Under current law, non-instrumentality charter schools have been ineligible to apply for equivalency separate from their chartering school districts.

As you are undoubtedly aware, the chartering school district has no supervisory authority over their non-instrumentality charter school teachers and principals, and therefore is not involved in the evaluation of these staff members. This law would allow for any non-instrumentality charter school to make an independent decision from their chartering school district, either to apply for equivalency if their district uses the state model, or to use the state model if their school district applies for equivalency.

The Department of Public Instruction has no concerns with this bill.

Thank you for your time, and I would be happy to take any questions that the committee might have.

Superintendent Aaron Sadoff Testimony on SB 619

Public Hearing – Madison, WI – Thursday, March 6th, 2014

Aaron Sadoff – Superintendent the School District of North Fond du Lac
Email – asadoff@nfdlschools.org
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Thank you for the opportunity to share my thoughts and beliefs today about not only SB 619, but also on the past three years of unbelievable change, growth, improvement and strain in public education. I have been fortunate to be an educator since 1997, serving as a middle and high school teacher in Manitowoc and Fond du Lac as well as an administrator in North Fond du Lac. For the past 5 years I have served as superintendent of the School District of North Fond du Lac seeing the world of education switch from labor to work relations, embrace higher accountability for students, educators, schools and districts, as well as finally adopt and work to implement with fidelity some great skill expectations that raise the bar for all students to be more prepared for career and college. And now we are on the brink of implementing a statewide, on-line, adaptive assessment that will assess to specific standards helping us better measure achievement and growth! The Common Core State Standards are at the heart of this transformation.

Today I want to share three things with you that will help explain my understanding, as well as many of my colleagues understanding of SB 619 and the future of education. These topics are:

- the new importance of cupcakes
- plumbers and electricians
- and finally a lesson I learned from my dad.

Yesterday I was fortunate to visit our Family and Consumer Education classroom and talk with our culinary arts teacher Jill. She is an amazing educator who I believe will help us become a premier culinary arts program not only in the state but nation. As we were talking about her students and an upcoming competition, I shared with her the great opportunity I had today to testifying about the powerful new math and language arts standards that we are implementing (aka Common Core). She immediately said, "Since the common core, making a cup cake is math and language arts, before it was just baking." She went on to explain that for the first time in her career she feels that she can support our students in the important skills of math and language arts because she knows the expectations of skills (standards) that are expected from her students at his or her grade level. The Common Core articulates specific skills at different levels that she, as well as physical education, art, music, social studies, science, business, and all other educators can support through each of their unique and engaging content areas! No longer is math taught only in math, no longer are English teachers the only ones that teach reading and communication. Because of the Common Core and the implementation that we have been doing across this great state for the last 3 years a cup cake is now about math, a cup cake is now about communication and presentation, a cup cake is a vehicle to get our students to acquire and master skills necessary to be career and college ready. It is no longer just a baked good!

Second, as I review SB 619 and reflect on the hearings I have attended and participated on the Common Core State Standards, both in May of 2013 in Madison and this past October in Fond du Lac and today. I realize I have not been to or heard of hearings that are being held on electrical standards, plumbing standards, construction standards, health regulations, automobile standards, bridge building standards, etc. The

Governor's Association commissioned a group of professionals to develop more rigorous and relevant math and language arts standards to help the United States of American leap forward in its expectations of all children, to prepare them better to compete in a new world economy and a significantly changed career and job force. The standards were developed, vetted and adopted. **THEY ARE SKILLS, not curriculum. They are the "what" of education, not the how!** They are cognitively measured, educationally developmentally appropriate and a great base line. Now because of these standards, and the assessments (Smarter Balanced and ACT assessments) that you, the legislature, has funded that will measure how we are doing helping students achieve and grow – our state is finally on a track to have our Report Card and other tools begin to have reliability and validity AND no matter where in this great state a family moves – parents can be assured that their child will not miss-out on important math and language skills. The Common Core State Standards were developed by a group of professionals, not politicians – much like our current electrical and plumbing standards! I guarantee none of you, unless you were engineers or master plumbers or electricians would feel comfortable with developing and reviewing the standards for wiring a house, or the standards for waste water treatment or standards for bridge construction – you would leave that to the professionally trained personnel that understand those processes – please allow education to be treated the same.

Finally, I would like to tell you a story (one many of you probably encountered in your life) about my dad, Richard Sadoff. He passed away 13 years ago, but lives with me every day. He was big in to restoring old cars and building things. He had a "gear-head" gene that missed me. Whenever he had time, he was in the garage working, street-rodding a 1936 Chevy Pick-up, restoring a 1920's Model-T, customizing a 1946 Dodge cab-over, building a trailer, restoring pedal cars, you name it, he built and fixed it. He knew cars, antiques and how to build like no one I ever knew. Everyday when I went to see him in the garage, I would ask how I could help. At first he would give me things to do, but found out quickly, I made more work for him than I helped. Finally, one day when I asked how I could help, he said, "if you really want to help me, please stay out of my way!" He said it in a caring and meaningful way, he said that if he needed help, he would ask (which he did periodically and I became a great garage helper – supporting him)!

Today I ask all of you the same thing, please stop trying to help. You have passed many bills to change how our schools and educators are evaluated, you have passed legislation to eliminate collective bargaining as it was known, you have balanced the state budget with great sacrifice from the public sector employees, you have funded new and important assessments, Smarter Balanced and ACT, you have decided that it is good to use public taxpayer dollars to fund private schools that are not held accountable for results. You have done many things to help and some things that have and still are causing significant strife, and now, as my dad would say, and on behalf of the students, educators, support staff, and my colleagues here today; please stop trying to help and start supporting public education! We do not need more laws, more government, more committees - we need support and resources. We all want to improve and we all want to serve our students better! Thank you for your time and listening today.

Comparison Summary Table

Common Core State Standards	Percentage of the Common Core State Standards Addressed by the ACT Standards			
	ACT College Readiness Standards			
	EXPLORE (Grades 8–9)	PLAN (Grade 10)	ACT (Grades 11–12)	ACT Course Standards
Reading Anchor Standards	100%	100%	100%	100%
Reading Standards for Literature	45%	56%	67%	100%
Reading Standards for Informational Text	80%	70%	60%	100%
Reading Standards for History/Social Studies	70%	50%	30%	100%
Reading Standards for Literacy in Science and Technical Subjects	100%	100%	100%	100%
Writing Anchor Standards	10%	10%	50%	100%
Writing Standards	10%	10%	50%	100%
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	10%	11%	11%	100%
Speaking and Listening Anchor Standards				100%
Speaking and Listening Standards				100%
Language Anchor Standards	100%	100%	100%	100%
Language Standards	100%	100%	100%	100%
Language Progressive Skills	100%	100%	100%	100%
Standards for Mathematical Content, Grade 8	100%	N/A	N/A	100%
Standards for Mathematical Content, Grades 9–12	100%	100%	100%	100%
Standards for Mathematical Practice	88%	88%	88%	100%

Luther S. Olsen
State Senator
14th District

Senate Bill 598
Testimony of Senator Luther Olsen

Senate Committee on Education

I am bringing this bill forward to make a technical correction to last session's Read to Lead bill, which became Act 166. When we were drafting the educator effectiveness portion of the bill, part of our job was to think through who should be allowed to apply to the Department for equivalency.

We had the foresight to separate out 2r charters, which of course manage and pay their own staff, but we mistakenly grouped non-instrumentality charters, who like 2r's hire and pay their own staff, with instrumentality charters, which function like any other school in a school district in terms of hiring and compensating staff. Even though DPI agrees that it makes sense to allow non-instrumentality charters to apply for equivalency, and understand it was our intent is refusing to let these schools apply for equivalency so that they can use their own process to evaluate their staff, they said in order to allow this we need to change the law.

This bill makes the necessary change to ensure that a school like Carmen High School of Technology, one of the top high schools in Wisconsin and a non-instrumentality charter school, can go through the process of applying for equivalency to use their model to evaluate their staff rather than having to use the model selected by the district that authorizes them (in their case, MPS).

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March 6, 2014

Comments on SB 619 – Creating model academic standards board

To: Senator Luther Olson. Senator Paul Farrow

From: Gordon Gasch

In OPPOSITION to SB 619

To Senate Education Committee members,

I am a retired teacher with 28 years of experience teaching high school Agriculture and currently serve on the Brillion School Board.

Some accurate history on academic standards in Wisconsin: In 1998 Wisconsin adopted a set of academic standards. It didn't take long and educators recognized many shortcomings in these standards. As early as 2006, the Wisconsin educational community started to form groups to assess the standards and make recommendations for improvement. It was felt that those standards were too vague, not rigorous and there were too many of them. About this same time there was the beginning of the development of what is now known as the Common Core. Wisconsin, seeing that the Common Core was both rigorous and addressed the weaknesses of the 1998 standards decided to stop developing our own standards and waited for the Common Core. The Common Core was introduced and adopted by Wisconsin in 2010. It was adopted by the **elected** State Superintendent of Schools with the legislature and governor signing off on the decision. The Common Core has been implemented in schools across Wisconsin for over three years now.

Why is the Common Core good: The Common Core was developed by and supported by governors, and industry groups representing a wide range of political views. They had the goal of making education in the US more rigorous, so students could compete in our global economy and more uniform across states. I think it is ironic that for decades there were complaints that teachers were dumming down education and now that more rigorous standards come along there are people who find fault with that too.

It is important to have the same standards across the country. We have excellent schools in Wisconsin but that is not true everywhere. I want to tell a story about my wife's cousin, Nick, who earned an appointment to the Naval Academy to study Nuclear Engineering. Nick's roommate was from Alabama and in a US History class Nick was surprised that his roommate knew nothing about the Vietnam War. Nick asked "what did you study in high school?" The reply was "my three high school history classes covered the Northern War of Aggression". Standards should be uniform across the country!

As our society becomes more mobile it is important that schools across the country are teaching to the same standards so that students that move will not have their education disrupted.

I would also point out that by far the majority of Wisconsin teachers who are working with the Common Core support its rigor and clarity. I know that when there were hearings in fall concerning the Common Core there were paid, out of state groups testifying. But if you only look at the Wisconsin educators (not paid), there was overwhelming support for the Common Core.

Why is there a need for SB 619: Let's not sugarcoat the facts, SB 619 is designed to stop the Common Core in Wisconsin! Now before someone dismisses me as some "left leaning" educator, I reviewed my 45 year voting history and found I voted for republican candidates 5 to 1 over candidates from the other party. BUT as a former teacher, a current school board member, parent and grandparent of school age children, and a taxpayer I am appalled at the politics and politicians behind this bill.

Senator Vukmir, in an interview with Mike Gousha, says that the legislature would not be writing standards. But that is the exact language of the bill. Senator Vukmir is either not very intelligent or an outright liar. I don't know her so I don't know which. I do know she is a national officer of ALEC and has a goal of attacking public education at every opportunity.

It also appalls me that the republicans, whose last two Assembly leaders were Scott Suder, who put an unethical hunter training grant in the budget and Bill Kramer who is alleged to have committed inappropriate acts on women; these are the people that would have the authority to rewrite the academic standards for our students. Common man, let's get real, they are not qualified to write standards and their past history shows they shouldn't be allowed to appoint anyone to a committee either!

There are those that say both conservatives and liberals are opposed to the Common Core standards. But dig a little deeper, most liberals don't like the testing and the expected drop in student scores (because the Common Core and the new tests are more rigorous). Conservatives however are opposed because of some distrust with the President.

I ask the committee to examine the political motives behind this bill. Leave education decisions to our elected State Superintendent and the keep the politicians out!

Thank you for your time reading this and for your service to the citizens of Wisconsin,

Gordon Gasch
N5875 Cty JJ
Brillion, WI 54110

State Senator Luther Olsen
Senate Committee on Education, Chair
March 1, 2014

Dear Senator Olsen:

I am writing to you because I am Wisconsin citizen, property owner in Windsor and Tomahawk, and grandmother of seven grandchildren who either are or will be attending public schools in Wisconsin. I care about education, particularly mathematics education, in Wisconsin. I have sent a similar letter to each of my legislators and those in the districts in which my grandchildren reside.

As co-chair of the Senate Committee on Education, I want you to know how saddened I am that partisan politics is interfering with the continued implementation of the Common Core State Standards for Mathematics. In the 21st century, it is vital that Wisconsin's children leave our PK-12 schools with a solid foundation and proficiency in mathematics. I consider the Common Core Standards to be setting the right path for their futures. Wisconsin teachers and districts have been rolling up their sleeves to learn the content of the standards, develop local curriculum, and begin implementing them in their classrooms. The impending legislation in the Senate and Assembly has the potential to dismantle some incredible progress.

I am disappointed that many of your colleagues appear to be swayed by inaccurate information. Much of the negative rhetoric about the Common Core is nothing more than sensationalism and promulgation of information that is just plain wrong. It is clear to me that the national movement to demonize and extinguish the Common Core is built on false premises and elevates a misinformed vocal minority who represent a very narrow political perspective. In fact, some who are disparaging the math standards have little or no experience with mathematics. They are NOT the voices of experience that should be getting your attention!

I am hoping that you will specifically pay attention to a few key points:

- **Successfully implementing new standards takes time.** Wisconsin school districts are just beginning to implement the Common Core Standards for Mathematics. As I talk with educators and leaders from across the state, teachers are excited to teach the new standards and increase their understanding of mathematics. Please do not pull the rug out from under them. While identifying a cycle to review all state standards makes sense, putting mathematics and English language arts first on the docket is an underhanded way of dismantling the Common Core. Other content areas such as science and social studies also deserve immediate attention.
- **Wisconsin has an opportunity.** Adopting high quality standards that are similar to other states is a good thing. If well implemented, our children will have a much higher level of understanding of mathematics than ever before. Plus, adopting standards similar to other states gives us the opportunity to leverage national and international research and resources, while maintaining local control. We are able to participate in professional learning from experts in the field from across the country and local school districts will have more available resources. This is a good thing.
- **We need to do something different than we've done before.** International tests, TIMSS and PISA, indicate how the United States struggles compared to other countries. While Wisconsin does relatively well on NAEP overall, we have one of the largest achievement gaps in the country. By

continuing to implement the Common Core Standards for Mathematics, we are pushing the envelope in a good way. Students are learning important mathematics content with understanding. In my professional opinion, Wisconsin students will be mathematically well-prepared for college and career if we stay the course.

In full disclosure, I have been an educator in Wisconsin since the early 1970s and have been active not only at the local school district level, but also at the state and national levels. I have multiple perspectives. I currently work for the Department of Public Instruction as a mathematics consultant, am Past-President of the Wisconsin Mathematics Council, and am current President of the Association of State Supervisors of Mathematics, the group of mathematics supervisors at state departments of education from across the United States and Canada.

I am writing to you on my own time because I care. I care about the future of my grandchildren and I care about every student in Wisconsin. I plead with you to stop the craziness in Wisconsin and let our educators continue along a path to improve mathematics teaching and learning across the state so that our children will be prepared for their futures.

My goal for writing to you is to plead with you to support the continued implementation of the Common Core Standards. I am counting on you to be a voice for education in Wisconsin.

Sincerely,

Diana L. Kasbaum

Diana L. Kasbaum
6688 Highland Drive
Windsor, WI 53598
dlk53598@gmail.com

Jeff Ziegler

Testimony to Wisconsin Senate Committee on Education on Senate Bill 619

Thank you for allowing me to share my thoughts.

First I should let you know that I am a teacher who has spent the last several years studying the CCSS and helping other teachers throughout the state prepare to teach them. So I like to think I am informed about what they are and what they are not.

I do, however, bring other perspectives to this issue as well. I am a parent of two high school students, I am a local school board member, and of course I am a taxpayer. All of these different perspectives inform my opinions on education in general, and the CCSS in particular.

As we debate the pros and cons of the CCSS initiative I think it is important to recognize and acknowledge something about any document that is created by a group of people. It is a compromise. Since it is a compromise it is likely that nobody thinks it is perfect. The CCSS are no different. I don't think it is a perfect set of standards. Like most people, I think I could do better. Of course if I were to write my perfect standards others would likely find them less than perfect. Some might even think they were about the worst standards they had ever seen.

As I stated earlier I have been working with these standards for several years. In fact, I've been working with them since before they were completed. Because of my work I was able to see and comment on early drafts of the math standards. And while I still don't think that the end result is everything I would have wanted, I do think that they improved throughout the vetting process.

On the whole the CCSS for Mathematics are focused, clearer, and more rigorous than our previous state standards. But I feel the need to say something about rigor. Part of the impetus behind this hearing is the statement by our Governor and others that Wisconsin should have standards that are more rigorous than other states. Disregarding that there are different definitions of rigor, we need to be careful of falling into what I will call the "more rigorous" trap. We could indeed draft a set of standards that are more rigorous than the CCSS. Then Illinois could rise to the challenge and create standards that are even more rigorous than our more rigorous standards to show how their education system is better than ours. We would then of course be compelled to create even more rigorous standards. I hope you can see where this is going.

Questioning whether or not we could write more rigorous standards is the wrong question to be asking. The question we should be asking ourselves is; Do our standards have the proper level of rigor? This is much more complex question. To answer this question we need to consider a number of things. We need to decide on our desired outcomes. We need to consider how students develop cognitively and emotionally. We need to consider the ability of our education systems to deliver curriculum and instruction aligned to our desired level of rigor.

Debating whether or not CCSS set a high enough bar for rigor is the wrong debate and in my opinion a waste of everyone's time. A conversation about how to ensure we have the right level of rigor is a conversation I, and many educators I know, would be more than happy to have.

All of that being said, I think it would be a big mistake to throw these standards out under the misguided belief that Wisconsin could create better, or more rigorous, or whatever superlative you want to use, standards. Even if we truly felt the need to draft a different set of standards, creating a politically appointed board to oversee the process is the wrong way to do it. The education of our children has become for too politicized already. Having a politically appointed board draft standards that legislators could then debate and edit would only serve to further politicize education. It likely would also guarantee that the standards that resulted from this process would not be accepted by a large part of the population.

My argument for not throwing out the CCSS and starting over does not hinge on my love of the standards. As I stated before, I fully acknowledged that they are flawed. And I think we need to both acknowledge these flaws and work on improving the standards as we move forward with implementation. In fact, I look forward to engaging in this work with educators in Wisconsin and across the country. Right there is one of the big advantages of using the CCSS, we won't have to do the work or implementing them and improving them by ourselves. We can work with educators across the country.

But my main reason for urging you to not give in to those who want to throw out these standards is that educators at the state, district, and school level in our state have spent the last few years preparing to implement these standards. I'm not even sure how you would calculate the resources that have gone into this. Districts and schools have probably spent millions of dollars on teacher training and curricular resources. They have invested untold man hours getting ready. Teachers have spent their own money and given up their personal time learning about these standards and what they need to do make sure their practices match the rigor expected. I have spent many hours working with these teachers and seen first-hand how invested they are in the

implementation of the CCSS. As part of this work school and districts have recognized the need to provide time for teachers to collaborate and have adjusted their practices and schedules to make this happen.

If we were to throw out the CCSS with the intent of starting over we would once again be doing what has happened far too often in education. Just as we are about to see the payoff of all of this effort focused on a singular target, we would be moving that target. We would once again be sending the message to educators that they shouldn't get too invested in the next big movement because it won't last. When we do this we make it that much harder to do the things we need to do to improve our schools.

I urge you not to make this mistake once again. Yes, we need to work on improving these standards, so let's focus on doing that, not take another step backwards because someone feels the need to pander to one group or another.

Jeff Ziegler
Teacher, School Board Member, Parent
1570 Traut Rd.
Marshall, WI 53559

Dear Sen. Olsen:

I would like to voice my deep concern for the proposal to establish a state task force to improve the Common Core State Standards, rather than keep the standards as they are and work diligently to implement them as skillfully and beneficially as possible.

First, let me say I do not question the motives of anyone who supports this plan. I believe they only want the best for Wisconsin, our children, and our teachers. But I do think there is a grave misunderstanding about what is being proposed. Please consider these few points:

1. Writing standards of this kind is a monumental undertaking. The relatively few words in the final product belie the enormous knowledge and labor necessary to craft such a document.

2. The CCSS used expert, specialist teams for each section of the standards. They drew from the entire nation to compile those groups. Subjects like English Language Arts were divided into smaller sections with expert teams for each. These were not run-of-the-mill committees relying on hard work and good intentions. These were top experts in very specific and often limited areas.

3. We're proposing to improve on their work with a limited group of very sincere, hard working people, none of whom is likely to have the necessary expertise in even one area of the CCSS, much less all the topics the CCSS covers. Who is qualified to rewrite detailed standards on each area of the CCSS? What are our chances of convening a team capable of such a task? It isn't possible to convene such a team from the entire world, much less just from Wisconsin. This is not a task ordinary professors, teachers, or concerned citizens can accomplish. We must be honest with ourselves on this point.

4. The proposed law would require the team to accomplish the impossible, and do it in 12 months. The team would be expected to produce math and literacy standards in 12 months. That timeline is evidence enough that the proposed task has been wildly misunderstood. Sure, they can produce something in 12 months, but there is no chance it would be better than the CCSS.

5. When we tried to write our own standards in the past the results were miserable. It is fair to say we had the weakest and least useful standards in the country. Just before the CCSS were revealed, Wisconsin was trying to improve our standards with a team of in-state experts. Those efforts were no better than the standards we already had. Those teams were specialized to each subject, and still they failed. Now we're proposing to try it again with many of the same people, factions, and forces that did it before, but with less

specialization and expertise. Why should this be better than before, much less better than the CCSS?

6. We already accept many national standards in our day-to-day lives. Doctors, dentists, lawyers, engineers, and others are trained to national standards. From electrical work, to road construction we accept and benefit from national standards to help us guide our decisions and conduct our business. In education, every textbook conveys a set of standards along with a scope and sequence of what should be learned and how to spend our time. We don't try to convene panels and write our own. Each of these limits local control in some way, but we understand that the benefits of expert standards outweigh the loss of local input.

I would never suggest the CCSS can't be improved, and I would never suggest we can't improve them, but the proposed route to improving the CCSS ignores the hard realities of this challenge. I urge you to set this proposal aside and consider a different approach: If we are to improve the CCSS, then target those specific areas we wish to improve. Convene specialist groups for each, and be willing to include top experts from outside the state. We should not be so parochial that we limit where we go for answers. If the top experts are elsewhere, and they most likely will be, then we should turn to them. If our child was ill we would go anywhere for help, not limit ourselves to Wisconsin doctors or Wisconsin medicines. We shouldn't limit ourselves to Wisconsin educators, either.

And, if we are to do this, we can't think a single group of committed citizens can cover the broad demands of the CCSS: every subject, every age group, every skill and area of knowledge. Trying to do so wouldn't be a matter of putting our faith in our own citizens and educators; it would be a case of heaping an unmanageable challenge on them and then expecting them to conquer it. It would be unfair and unrealistic. Anyone who thinks it can be done, or that they could do it, is sorely mistaken.

Step back. Think about this again. Let's find a better way to move forward with a very good desire to improve the standards without kidding ourselves about what needs to be done and who can do it.

Steven P. Dykstra, PhD

Licensed Psychologist
Founding Member, Wisconsin Reading Coalition
Member, Wisconsin Governor's Read to Lead Task Force, and Read to Lead Council
Senior Writer, Member of the Science Core Working Group, Literate Nation

Board of Education

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SCHOOL DISTRICT OF LA CROSSE

March 5, 2014

Dear Legislators:

I am writing this letter on behalf of the La Crosse School Districts' Legislative Committee, a sub-group of elected school board members of the School District of La Crosse. We are writing to express our concern about Senate Bill 619, a bill that would roll back the three year implementation of the state-adopted common core standards. Even more concerning is that the bill would also establish a new standards-approval process that could leave future standards development at the whim of legislators.

Like nearly all school districts in Wisconsin, the School District of La Crosse began preparing for implementation of new standards in language arts, reading, and mathematics four years ago. During this time, educators have re-shaped curriculum, aligned report cards, and developed common assessments -- all based on the common core implementation. Moreover, the District has invested nearly a half million dollars in resources to support the common core in classrooms across the District. To say that we are past the point of no return on common core implementation would be an understatement. To stop implementation and start over at this point would require three to five years of continued chaos at a time when our schools need stability.

A significant departure from the common core state standards at this would jeopardize the states multi-million dollar commitment to the Smarter Balanced Assessments, the new state tests aligned to the common core, which will ultimately be used for accountability purposes.

Perhaps we could all agree that the common core standards are not perfect. We do believe, however, that they stand as a significant improvement over the standards that we have had. As locally elected officials, we are deeply concerned about the new standards development process as outline in SB619. This would establish a politically appointed committee which would navigate a process facilitated by the state superintendent of schools. Once the committee makes a recommendation to the legislature, our elected officials and all of the special interest groups that financially support them, will be able to modify the bill with any amendments they please.

With such a process in place, our state standards will be guaranteed to change at the whim of the political party with more representation at the capitol. Partisan politics -- from either side of the aisle should not hold our staff and students hostage to continual changes in standards. It is impossible to focus on continuous improvement when the targets are in constant fluctuation. Our students, our teachers, our parents, our taxpayers and our communities deserve better.

Perhaps a logical alternative could be to return curriculum development and adoption back to locally elected school boards who represent their communities. We are confident that we can provide more stability through local control.

Sincerely,

Bill Oldenburg
Legislative Committee Chair
School District of La Crosse

March 3, 2014

Dear Members of the Senate Committee on Education:

I am writing in regards to the upcoming hearing regarding Senate Bill 619. I am strongly opposed to politicizing the process of developing, writing and approving academic standards in the state of Wisconsin.

I believe in "local control" and feel that we continue to be conceding our local control of school districts and their daily operations to the state the past three to four years. I question how a subcommittee of fifteen individuals who have little or no experience in education could be charged with developing and writing our academic standards. When I view the proposed make-up of the committee, it definitely looks politically charged with individuals who would make up the committee and be appointed by the governor. Just because one can "read complex text" or "complete difficult algebraic problems" does not mean that they can write the standards and benchmarks needed to be rigorous and academically challenging for our K-12 students. It is time to change the CCSS debate to a discussion about the consistent implementation and teaching of the standards in our state with local decisions rather than if they should have ever been adopted in Wisconsin and now abandoned.

We are in need of new standards in science and social studies since these were last written in 1998. However, this is not the process that should be used in our state. Our English Language Art and Math standards should be reviewed and revised, as well as other standards, so that they challenge our students and are rigorous, relevant standards that allow our state to compete on a national and international level. Again though, this is not the process outlined in Senate Bill 619 that should be used.

The Wisconsin Manufacturers and Commerce came out in early February, 2014 supporting the CCSS. I might add that WMC has heavily backed Scott Walker and other republicans. Jim Morgan, president of WMC's educational division said "the standards have given local communities a common purpose, the states a common goal and our country a tool to ensure our long-term success. The Common Core makes common sense for Wisconsin school districts. Wisconsin businesses and employers have been asking for accountability and measurement in schools for more than 25 years and the CCSS will provide consistency across the state, more accountability and innovation and increase quality".

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,

Jennifer Gracyalny

Jennifer Gracyalny
Director of Learning Services
Pulaski Community School District
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State Senator Luther Olsen
Senate Committee on Education, Chair
March 1, 2014

Dear Senator Olsen:

I am writing to you because I am Wisconsin citizen, property owner in Windsor and Tomahawk, and grandmother of seven grandchildren who either are or will be attending public schools in Wisconsin. I care about education, particularly mathematics education, in Wisconsin. I have sent a similar letter to each of my legislators and those in the districts in which my grandchildren reside.

As co-chair of the Senate Committee on Education, I want you to know how saddened I am that partisan politics is interfering with the continued implementation of the Common Core State Standards for Mathematics. In the 21st century, it is vital that Wisconsin's children leave our PK-12 schools with a solid foundation and proficiency in mathematics. I consider the Common Core Standards to be setting the right path for their futures. Wisconsin teachers and districts have been rolling up their sleeves to learn the content of the standards, develop local curriculum, and begin implementing them in their classrooms. The impending legislation in the Senate and Assembly has the potential to dismantle some incredible progress.

I am disappointed that many of your colleagues appear to be swayed by inaccurate information. Much of the negative rhetoric about the Common Core is nothing more than sensationalism and promulgation of information that is just plain wrong. It is clear to me that the national movement to demonize and extinguish the Common Core is built on false premises and elevates a misinformed vocal minority who represent a very narrow political perspective. In fact, some who are disparaging the math standards have little or no experience with mathematics. They are NOT the voices of experience that should be getting your attention!

I am hoping that you will specifically pay attention to a few key points:

- **Successfully implementing new standards takes time**. Wisconsin school districts are just beginning to implement the Common Core Standards for Mathematics. As I talk with educators and leaders from across the state, teachers are excited to teach the new standards and increase their understanding of mathematics. Please do not pull the rug out from under them. While identifying a cycle to review all state standards makes sense, putting mathematics and English language arts first on the docket is an underhanded way of dismantling the Common Core. Other content areas such as science and social studies also deserve immediate attention.
- **Wisconsin has an opportunity**. Adopting high quality standards that are similar to other states is a good thing. If well implemented, our children will have a much higher level of understanding of mathematics than ever before. Plus, adopting standards similar to other states gives us the opportunity to leverage national and international research and resources, while maintaining local control. We are able to participate in professional learning from experts in the field from across the country and local school districts will have more available resources. This is a good thing.
- **We need to do something different than we've done before**. International tests, TIMSS and PISA, indicate how the United States struggles compared to other countries. While Wisconsin does relatively well on NAEP overall, we have one of the largest achievement gaps in the country. By

continuing to implement the Common Core Standards for Mathematics, we are pushing the envelope in a good way. Students are learning important mathematics content with understanding. In my professional opinion, Wisconsin students will be mathematically well-prepared for college and career if we stay the course.

In full disclosure, I have been an educator in Wisconsin since the early 1970s and have been active not only at the local school district level, but also at the state and national levels. I have multiple perspectives. I currently work for the Department of Public Instruction as a mathematics consultant, am Past-President of the Wisconsin Mathematics Council, and am current President of the Association of State Supervisors of Mathematics, the group of mathematics supervisors at state departments of education from across the United States and Canada.

I am writing to you on my own time because I care. I care about the future of my grandchildren and I care about every student in Wisconsin. I plead with you to stop the craziness in Wisconsin and let our educators continue along a path to improve mathematics teaching and learning across the state so that our children will be prepared for their futures.

My goal for writing to you is to plead with you to support the continued implementation of the Common Core Standards. I am counting on you to be a voice for education in Wisconsin.

Sincerely,

Diana L. Kasbaum

Diana L. Kasbaum
6688 Highland Drive
Windsor, WI 53598
dlk53598@gmail.com

March 6, 2014

Comments on SB 619 – Creating model academic standards board

To: Senator Luther Olson. Senator Paul Farrow

From: Gordon Gasch

In OPPOSITION to SB 619

To Senate Education Committee members,

I am a retired teacher with 28 years of experience teaching high school Agriculture and currently serve on the Brillion School Board.

Some accurate history on academic standards in Wisconsin: In 1998 Wisconsin adopted a set of academic standards. It didn't take long and educators recognized many shortcomings in these standards. As early as 2006, the Wisconsin educational community started to form groups to assess the standards and make recommendations for improvement. It was felt that those standards were too vague, not rigorous and there were too many of them. About this same time there was the beginning of the development of what is now known as the Common Core. Wisconsin, seeing that the Common Core was both rigorous and addressed the weaknesses of the 1998 standards decided to stop developing our own standards and waited for the Common Core. The Common Core was introduced and adopted by Wisconsin in 2010. It was adopted by the **elected** State Superintendent of Schools with the legislature and governor signing off on the decision. The Common Core has been implemented in schools across Wisconsin for over three years now.

Why is the Common Core good: The Common Core was developed by and supported by governors, and industry groups representing a wide range of political views. They had the goal of making education in the US more rigorous, so students could compete in our global economy and more uniform across states. I think it is ironic that for decades there were complaints that teachers were dumming down education and now that more rigorous standards come along there are people who find fault with that too.

It is important to have the same standards across the country. We have excellent schools in Wisconsin but that is not true everywhere. I want to tell a story about my wife's cousin, Nick, who earned an appointment to the Naval Academy to study Nuclear Engineering. Nick's roommate was from Alabama and in a US History class Nick was surprised that his roommate knew nothing about the Vietnam War. Nick asked "what did you study in high school?" The reply was "my three high school history classes covered the Northern War of Aggression". Standards should be uniform across the country!

As our society becomes more mobile it is important that schools across the country are teaching to the same standards so that students that move will not have their education disrupted.

I would also point out that by far the majority of Wisconsin teachers who are working with the Common Core support its rigor and clarity. I know that when there were hearings in fall concerning the Common Core there were paid, out of state groups testifying. But if you only look at the Wisconsin educators (not paid), there was overwhelming support for the Common Core.

Why is there a need for SB 619: Let's not sugarcoat the facts, SB 619 is designed to stop the Common Core in Wisconsin! Now before someone dismisses me as some "left leaning" educator, I reviewed my 45 year voting history and found I voted for republican candidates 5 to 1 over candidates from the other party. BUT as a former teacher, a current school board member, parent and grandparent of school age children, and a taxpayer I am appalled at the politics and politicians behind this bill.

Senator Vukmir, in an interview with Mike Gousha, says that the legislature would not be writing standards. But that is the exact language of the bill. Senator Vukmir is either not very intelligent or an outright liar. I don't know her so I don't know which. I do know she is a national officer of ALEC and has a goal of attacking public education at every opportunity.

It also appalls me that the republicans, whose last two Assembly leaders were Scott Suder, who put an unethical hunter training grant in the budget and Bill Kramer who is alleged to have committed inappropriate acts on women; these are the people that would have the authority to rewrite the academic standards for our students. Common man, let's get real, they are not qualified to write standards and their past history shows they shouldn't be allowed to appoint anyone to a committee either!

There are those that say both conservatives and liberals are opposed to the Common Core standards. But dig a little deeper, most liberals don't like the testing and the expected drop in student scores (because the Common Core and the new tests are more rigorous). Conservatives however are opposed because of some distrust with the President.

I ask the committee to examine the political motives behind this bill. Leave education decisions to our elected State Superintendent and the keep the politicians out!

Thank you for your time reading this and for your service to the citizens of Wisconsin,

Gordon Gasch
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Brillion, WI 54110

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Oregon WI 53575
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March 1, 2014

Honorable Senator Luther Olsen
Senate Education Committee Chairman
Room 123 South
State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Olsen:

I am writing in opposition to Senate Bill 619, which would create a politically-appointed board to re-write K-12 education standards for the students of Wisconsin. This bill would essentially eliminate the Common Core State Standards, which Tea Party activists see as federal intrusion into local affairs. The passage of this bill would be disastrous for the students of Wisconsin for a number of reasons:

- The Common Core State Standards have broad support. Recent hearings at the state level have elicited broad support of the Standards, especially from teachers, principals, and school district personnel. These Standards also have broad support from many in the business community, and are widely seen as more rigorous than the previous Wisconsin Model Academic Standards.
- A state appointed board would politicize any new standards. Having legislators appoint people to serve on this board ensures that the best qualified people to serve on this board would most likely not be appointed, and would lead to others, including potentially those from outside Wisconsin, lobbying to serve on this board to further their political interests. The work of writing academic standards is complex. Good sets of academic standards need to be written by teams of content experts, teacher educators, and experts in child development, not by legislative-appointed boards.
- Removing the Common Core State Standards is not a wise educational decision. Moving away from the current standards would put us out of step with the vast majority of the states in the country who have adopted these Standards. Curriculum and testing materials are being developed across the country to help students reach these Standards. Having a unique set of standards in Wisconsin would limit the curricular resources that districts could locally choose to use with their students. It would also necessitate the creation of a unique assessment for our students, which would be far less reliable and valid than the large-scale multi-state assessments that are currently being developed to assess the current Standards.
- Removing the Common Core State Standards is not a wise financial decision. Districts have invested five years and untold amounts of funding to implement the current standards. Moving away from these at this time would lead to no return on this investment in education. Plus, creation of a unique set of standards would also necessitate the creation of unique curricular materials and a unique test to assess these new standards, an expensive proposition.

For each of these reasons, Senate Bill 619 is wrong for the students of Wisconsin. I urge you to vote against this bill.

Sincerely,

David Ebert

David Ebert
Mathematics Teacher, Oregon High School
Past President, Wisconsin Mathematics Council

WISCONSIN ASSOCIATION OF SCHOOL BOARDS

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John H. Ashley, Executive Director

TO: Members of the Senate Committee on Education
FROM: Dan Rossmiller, WASB Government Relations Director
RE: OPPOSITION to Senate Bill 619, relating to creating a model academic standards board
DATE: March 6, 2014

Good afternoon Senator Olsen and members of the Senate Committee on Education. Thank you for this opportunity to testify on Senate Bill 619. My name is Dan Rossmiller and I am the Government Relations Director for the Wisconsin Association of School Boards (WASB).

The WASB strongly opposes Senate Bill 619. The bill will eliminate the Common Core State Standards that were voluntarily adopted in Wisconsin in 2010, more than three and a half years after Wisconsin had begun the process of revising its existing math and reading standards.

Since 2010, Wisconsin school districts have spent time, energy and money—an estimated $25 million, according to the non-partisan Legislative Fiscal Bureau—to implement the Common Core Standards, money and hard work that will have to be set aside if this proposal advances in its present form and results in replacement of the Common Core Standards.

We find it curious that lawmakers who so often preach frugality and fiscal conservatism have been so quick to urge that the Common Core Standards be scrapped. If new standards are adopted, the costs of implementing these reinvented standards, including training teachers and staff and reviewing curriculum and instructional materials, will fall on districts. Because all districts are subject to revenue limits, money spent on implementing new, reinvented standards will subtract from what districts can do in other areas. In districts, that receive little or no state general aid, this cost will be heavily or wholly borne by property taxpayers, not the state.

Scrapping implementation of the Common Core will move districts back to square one. Many school districts have just purchased materials to meet the Common Core Standards. We wonder if those lawmakers who urge repeal of the Common Core Standards will please come to these school districts to explain to the taxpayers that they now need a referendum to buy materials to replace the newly purchased materials bought to implement the Common Core Standards or, for that matter, to explain why programs and staff will have to be cut if the referendum doesn't pass.

Even after a set of exhaustive legislative hearings around the state at which critics had ample opportunity to question the Common Core Standards, there is widespread agreement that: a) these new standards are more rigorous than the ones they replace, b) these new standards specify what students should know and be able to do at every grade level, whereas prior state standards set learning targets only in grades 4, 8 and 12; and c) there is great value in being able to benchmark the achievement level of Wisconsin students against students in other states and districts across the country.

One of the most disturbing aspects of the debate around the Common Core Standards is the extent to which opposition is based not on the content of the standards themselves—what they actually expect students to know and do—but rather on things that have nothing to do with the content, such as the federal government's perceived role in getting states to adopt them and the mistaken perception that somehow local control has been lost in the shuffle.

These arguments are little more than red herrings.

Curriculum and standards are NOT the same thing. Standards are a set of expectations about what students should know and be able to do at a given grade level. They are an over-arching set of goals that may be reached in a number of ways. Curriculum is the material and teaching methods used to meet the standard. There is more than one way to teach students to master the goals set forward in the standards.

Benchmarks are established to measure how well students are meeting the goals and expectations set forward in then standards. Benchmarks are assessed in a step by step process so we know whether and how well students are mastering these expectations.

The instructional materials used to bring students to mastery of the goals are the product of a locally-controlled decision, approved by local school boards who reflect local community values and district mission statements.

Decisions about curriculum and the instructional materials (including books) used in our schools remain with the local school board, where those decisions have always resided. We don't have a list of required books in our state; we have never had such a list--not under the Common Core or before the Common Core.

The selection of a curriculum to help student meet the Common Core Standards is a local decision. In a typical district, school administrators reviewed the Common Core Standards, examined many materials and assessed how these materials would help to match student outcomes to the standards. Then they very carefully selected materials to recommend to the Board of Education following a long process of examination and evaluation. Administrators presented the materials to the Board of Education. The Board approved the selections. Ideally, the materials support the curriculum, and the curriculum supports the standards. A curriculum isn't one specific book, or one specific topic that is taught. It is a compilation of materials put together to meet the set of expectations for achievement reflected in the standards.

Thoughtful people across our state, including key business leaders, recognize that it is important that school districts be able to assess their students' performance via the Common Core and its associated tests because they provide both a set of academic standards that are far more rigorous than our prior standards, and equally important, a set of benchmarks against which Wisconsin students' performance can be credibly and accurately compared with that of their peers nationwide.

These business leaders recognize that in today's global economic competition it is critical that, in their words, we keep our "state from going backwards in a way that would once again make Wisconsin an island in terms of nationwide relevance or the comparability of its academic standards and student performance to those in other states." They not only know how critical a well-educated workforce is to providing the fuel for our state's economy, they know how important the quality of our state's workforce—and our ability to quantify that quality to prospective businesses who may be interested in locating jobs in our state—is in allowing our state to compete nationally and internationally for new jobs and business.

For too long, our state's ability to assess its own student's performance and to measure it against that of students in other relevant states has been hampered by our reliance on standards and test results that cannot be accurately compared to other state's results.

The Common Core and the tests aligned to it solve this problem. With the Common Core and aligned tests in place Wisconsin will be able to instantly compare the progress of its students with those in at least 45 other states and the District of Columbia in a meaningful and accurate fashion. All of this will be lost if Senate Bill 619 passes and lawmakers substitute their own standards for the Common Core standards developed by educators.

It should be noted that the wide array of reforms Wisconsin's public schools are being subjected to by this very Legislature--from report card grading systems to rigorous teacher and principal evaluations to new state testing systems—are all integrated with and aligned to the Common Core academic standards.

Current law, reflected in 2013 Wisconsin Act 20 (the 2013-15 state budget act), funds the implementation and use of statewide assessments aligned to the Common Core Standards. Nothing in Senate Bill 619 changes this. However, if Senate Bill 619 passes in its current form and is enacted, the state's assessments will be aligned to the Common Core Standards while its academic standards likely will not. In other words, what teachers teach and what students learn will not be what is tested nor will it be what teachers are evaluated on or what schools are graded on the report card. That is a ridiculous and untenable situation.

Scrapping the Common Core Standards will either mean that the state's standards will be misaligned to its student assessments or it will require the state to write its own state assessments—with no guarantee that they will be online or adaptable to individual students' needs or align with college and career-readiness. Further, while we know it will cost multiple millions of dollars to produce new assessments we have no idea how long it would take to get them ready or test them before they are used for high-stakes consequences. In any event, scrapping the Common Core send the state (and local districts) back to square one with regard to replacing the WKCE exams, something we fervently hope to avoid.

Scrapping the Common Core and its aligned assessments would force each district's teacher and principal evaluations and school report cards to be based on standards that are not yet known and a test that hasn't even been developed yet, and, in fact, have no idea when such tests will be ready. If you wonder why school leaders are concerned, here is your answer.

Senate Bill 619, to use an old phrase, would "throw the baby out with the bath water."

School boards across the state are deeply troubled that well into the implementation of both the Common Core and these reforms, the Legislature has set its focus on setting up a process that would allow it—the Legislature—to substitute its own judgment about what the state's academic standards should be, not just related to English language arts and math, but with respect to social studies and science and other subjects as well.

In place of the Common Core Standards this bill would put in place a highly-political process for creating academic standards that will subject the standards-setting process to all kinds of political squabbling, including over divisive issues such as climate change, evolution vs. creationism, etc. and create yet another disruption at a time when public schools are already attempting to adapt to all the reforms being imposed on them by the state (e.g., report card accountability, educator effectiveness, response to intervention, etc.).

Senate Bill 619 would create a new model academic standards board dominated by political appointees to develop and new model academic standards. The bill would then require the newly-created board to submit proposed model academic standards in English, reading, and language arts and in mathematics to the state superintendent within 12 months of the enactment of the bill.

If it weren't the intent of the bill to get rid of the Common Core Standards there would be no reason for such a provision. What other reason could there be?

While some will argue that Senate Bill 619 will not lead to the immediate replacement of Common Core, it will surely lead to the replacement of the Common Core within roughly 12 months, plus the few months it will take the DPI to review the board's recommendations, hold the required public hearings and the time it will take the Legislature to object to the State Superintendent's recommendations and then pass a bill overturning those recommendations and substituting its own version of academic standards.

By the very terms of the bill, SB 619 will allow politicians, not educators, to write academic standards.

How, you ask? The answer is in the process the bill sets up.

Under the bill, after the newly-created board has submitted its proposed model academic standards to the state superintendent, the state superintendent must, taking into consideration the academic standards submitted by the board, submit its own proposed model academic standards first to the legislative council staff for review and comment and then to the Joint Committee for Review of Administrative Rules (JCRAR), a legislative committee comprised of members from both houses.

The JCRAR must either approve the proposed model academic standards or object to the proposed standards. If JCRAR approves the model academic standards, the state superintendent must adopt the model academic standards. If JCRAR objects to the proposed model academic standards, JCRAR must prepare a bill that incorporates by reference the proposed model academic standards submitted by the board for introduction in both the senate and the assembly.

In short, the bill allows the JCRAR to substitute its judgment for that of the state superintendent. The state superintendent thus is placed in the position where he or she must either accept "whole cloth" the recommendations of the board created by this bill or risk the legislature totally rewriting the standards. That is because once a bill is introduced by the JCRAR in support of its objections, any legislator can propose amendments to the bill. Those amendments will allow for politicians to write academic standards, precisely what some proponents of the bill claim will not happen.

This is not just the WASB's opinion. It is shared by the non–partisan Legislative Council attorneys who reviewed the bill. They responded to an inquiry from a legislator with the following plain language analysis:

> "You have asked about the provision of the bill requiring the Joint Committee for the Review of Administrative Rules (JCRAR) to introduce a bill that incorporates by reference the model academic standards if JCRAR objects to the standards submitted to it by the State Superintendent. Specifically, you have asked whether the Legislature may amend this bill, if it is introduced. The Legislature would be able to amend such a bill. This conclusion was also reached by Department of Public Instruction (DPI) attorneys who reviewed the bill." (*February 27, 2014 Legislative Council Memo to Rep. Pope, "Process for Adoption of Model Academic Standards Under 2013 Senate Bill 619"*)

It is by amending this JCRAR bill that the Legislature will be able to write (or re-write) academic standards as it wishes.

Taxpayers have already spent millions of dollars to implement the Common Core Standards which no legislator denies the State Superintendent had the authority to adopt. While some have criticized the State Superintendent and the Department of Public Instruction (DPI) over the process of adopting the standards, arguing that it failed to adequately involve lawmakers or the taxpaying public, the WASB believes that a periodic review process for evaluating any standards adopted by the state, including public hearings throughout the state to ensure standards aren't placed on a "fast track" for adoption can be developed that does not include a legislative veto over such standards or an opportunity for lawmakers to rewrite the standards once they have been adopted.

Delegates to this year's 2014 WASB Delegate Assembly overwhelmingly adopted a resolution (Resolution 14-8) that states (in part), "*The WASB supports adoption and implementation of the Common Core State Standards at all grade levels in the content areas of English language arts, mathematics, and literacy (in all content areas), which are aimed at placing all Wisconsin students on track to graduate from high school ready for college or careers.*"

That resolution also respects the authority of local school boards to adopt their own additional, more rigorous standards as appropriate. It further states: "*The WASB further supports flexibility for school boards to select, approve and implement local district standards that reflect the local community's expectation that each student achieve his/her maximum potential. The local standards should meet or exceed Common Core State Standards, and should include grade levels and content areas not included in the Common Core State Standards.*"

School board members are looking for a productive, two-way-street state-local partnership. We all need to be working together with the common goal of doing what's best for our children today and our state tomorrow.

I believe I speak for school board members, and I believe the entire education community, when I say: Please, stop with the distractions such as this hastily crafted idea to 'improve' the Common Core. Legislative obstacles and uncertainty are detrimental to our mission.

Instead, let's work together to on productive goals such as bringing high speed Internet connections to all our schools and communities – this is the type of help people in Wisconsin need, including and especially our students and schools. The bill you have before you causes everyone to take their eye off the prize – and that's a world-class education system with high expectations and measurable outcomes for students and educators. This divisiveness is counterproductive.

Please, we urge you to reject Senate Bill 619.

EDUCATION

Jim Morgan
WMC Foundation President

An Uncommon Conversation

Wisconsin, Rightfully, Moves Forward with the Common Core Standards

What should students know and be able to do?

That question has set off an educational firestorm that we have not seen since "outcome-based education" was introduced. A recent series of public hearings and legislative proposals on the Common Core Standards - already in place in Wisconsin schools for English/Language Arts and Mathematics (Science to follow) - reignited the debate which continues as I write this article.

During my almost three decades at Wisconsin Manufacturers & Commerce, I have always had one foot in the business arena and the other in the education arena. Two fields that seemingly would have a great deal of common interest yet were often on opposite sides of political and fiscal issues. And, as the husband of a Madison public school teacher, home was the setting for as many interesting conversations as at the Capitol.

For more than 25 years, Wisconsin businesses (and employers everywhere) have been asking for accountability and measurement in schools. These companies are driven by data, and have struggled to understand educational measurement because so many different systems have been used throughout the years. How do we know a school district or school building is doing a good job educating students? How do we know what a high school student knows? How do we compare to the rest of the state? The country? The world? We live in a competitive environment, and the quality, knowledge and talent of the individual is going to be the differentiating factor.

> "The standards are not a national curriculum requiring everyone to teach the same thing on the same day from the same book."

Also for more than 25 years, educators have been looking for consistent, measurable outcomes. In a system where the school board members and superintendents have tenure of just a few years, there have to be benchmarks that transcend the individuals. You cannot change direction every three years and hope to reach your destination.

With that in mind, let me provide a little history.

In 1996, at the National Education Summit, a bipartisan group of governors and business leaders decided to create and lead an organization dedicated to supporting standards-based education reform efforts across the states. Several initiatives were spawned and all of that work eventually led to the Common Core Standards.

The National Governors Association and the Council of Chief State School Officers began working with local educators, businesses and school leaders on the development of the standards in 2009, and Wisconsin adopted them in 2010. The purpose of the standards is to "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."

This is a good thing, and here is why.

Consistency. From district to district and state to state, we will establish a foundation of what students need to know and be able to do.

Accountability. Common Core requires accountability, high standards and testing. We will have results and the ability to set a course for improvement where needed.

Competitiveness. If we are to compete globally, we must ensure our students are truly ready for further education and a career that allows them to succeed in the global marketplace.

Innovation. The standards encourage creative teachers to continue to reach students in creative ways. Contrary to what some proclaim, the standards are not a national curriculum requiring everyone to teach the same thing on the same day from the same book. The standards are the "what" and not the "how."

Quality. The Common Core Standards have been benchmarked and are more rigorous than past standards. They focus on math, reading and science; require students to evaluate evidence and formulate conclusions; include problem solving and critical thinking; and evaluate what students will need to know to be workplace- and college-ready.

While there is a great deal of concern being spread about a national textbook, cameras in classrooms to monitor teachers, and a complete loss of local control; the recent legislative review has resulted in clarity and an affirmation that, in Wisconsin, local control remains the authority on education. However, the reality is the standards have been years in development, are well documented and are in place in nearly all Wisconsin districts. They have given local communities a common purpose, the states a common goal and our country a tool to ensure our long-term success. The Common Core makes common sense for Wisconsin's school districts.

Follow Morgan on Twitter @JimMorgan1960

MMAC
Metropolitan Milwaukee
Association of Commerce

DATE: **OCTOBER 3, 2013**

TO: **SELECT COMMITTEES ON COMMON CORE**

FROM: **STEVE BAAS, VICE PRESIDENT OF GOVERNMENT AFFAIRS**
METROPOLITAN MILWAUKEE ASSOCIATION OF COMMERCE

RE: **COMMON CORE**

On behalf of the Metropolitan Milwaukee Association of Commerce (MMAC) I would like to thank you for inviting input on the Common Core education standards and their impact on Wisconsin.

The MMAC represents over 1800 member businesses employing more than 300,000 workers throughout the metro Milwaukee region. We are also a founding partner of the Milwaukee 7 – Southeast Wisconsin's regional economic development organization. As such, we are acutely aware of two things on a nearly daily basis: First, how critical a well-educated workforce is to providing the fuel for our existing economy; and second, how important the quality of our workforce – and our ability to quantify that quality to prospects - is in allowing us to compete nationally and internationally for new jobs and businesses.

We support the Common Core, because it represents a step forward on both these fronts. The state's ability to honestly assess its own students' performance and to measure that performance relevant to other states has been severely handicapped over the years by our reliance on the Wisconsin Knowledge and Concepts Exam (WKCE). Specifically, the WKCE is hampered by the low bar it has set for academic proficiency here in Wisconsin and by the fact that its results cannot be accurately compared to other states' results. Being able to assess our students' performance via the Common Core and its associated tests will provide Wisconsin with an academic proficiency measure that is far more rigorous than our existing standards and, equally important, one on which our Wisconsin students' performance can be credibly and accurately benchmarked against their peers nationwide.

I am aware that some individuals have concerns about the Common Core, and believe Wisconsin can do better. While there is nothing wrong with looking for possible ways to strengthen how we implement and test the Common Core, I would caution the state from going backwards in a way that once again makes Wisconsin an island in terms of the nationwide relevance or comparability of its academic standards and student performance.

Thank you once again for your attention to this important topic. Thank you too for your continued attention to the concerns we have about the impact any changes to Wisconsin's adoption of Common Core standards could have on our ability to compete for new jobs and business both nationally and internationally.

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JOURNAL INTERACTIVE

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Our View | On, Wisconsin

Legislature should not undercut Common Core standards

Feb. 23, 2014

The state Legislature is expected this week to take up a bill aimed at derailing implementation of nationally aligned reading and math academic standards that Wisconsin adopted three years ago. Passing this measure would be a mistake; it could seriously hurt efforts in school districts across the state to raise student achievement and to benchmark those achievements against districts across the country.

State School Superintendent **Tony Evers** told us Friday the bill was "a power grab" by the Legislature, which could end up writing its own standards for schools. The bills he said would set back reform efforts, especially in Milwaukee, designed to raise student achievement.

Actually, the power grab appears to be coming from Gov. **Scott Walker**, whose staff wrote the bill, as revealed by documents released thanks to an open records request by the Journal Sentinel.

The Journal Sentinel has reported that a bill introduced in the Senate last week, and a companion measure that was pulled from a vote in the Assembly Education Committee Thursday, calls for the creation of a state academic standards board that would have authority to recommend new standards for public schools in academic subjects such as math, reading and science.

The state board would be mostly made up of political appointees, and lawmakers could adopt standards the board recommended, even if the state superintendent disagreed.

The Common Core State Standards these bills would undercut have the general support of educators and the business community. The goal is worthwhile: uniform standards for districts across the country. There apparently have been some problems with implementation is some states, and perhaps tweaks are warranted.

But this bill doesn't merely tweak. It seeks to overturn the standards. Much of the resistance to the standards comes from tea party groups that fear the intrusion of the federal government into local schools. As we noted in an editorial in December, some critics have spread unfounded rumors that Common Core standards could lead to such alarming tests as retinal scans, fingerprint scans, blood-pressure cuffs or posture chairs for kids. There also have been allegations that the federal government coerced states into approving the standards. Nonsense. These are merely scare tactics meant to arouse fear.

The standards were developed by state superintendents, governors and curriculum experts; they simply set national standards that districts should strive to meet. In a global economy that requires a skilled workforce, this

just makes sense.

Here's hoping cooler heads will prevail and turn aside this effort to set back educational reform in Wisconsin.

•••

New Milwaukee Common Council President **Michael Murphy** is off to a fast — and good — start. Last week, he started leading an effort to have the city grade restaurants for hygiene and have the restaurants post the grade on their front doors.

"This is something I've been pushing for years," Murphy told the Journal Sentinel. "The whole point is to encourage restaurant owners to stay clean and let the marketplace dictate the response. So many food-borne pathogens have made people sick, it's incumbent upon government to help businesses to do a better job."

The restaurant industry has opposed the practice elsewhere, but it's a growing movement that has seen New York City, Los Angeles, North Carolina, Ohio and other agencies get on board.

Milwaukee aldermen and restaurant-goers should, too. Details still need to be worked out, and it needs to be done carefully with objective standards and a chance for restaurants to improve bad grades, but if it's done right, it could be a help for consumers — and for restaurants that get good grades.

•••

We support the state's public trust doctrine, and we support the Couture development proposed for Milwaukee's lakefront on the site of the Downtown Transit Center. We don't think the two are incompatible.

The parks advocacy group, **Preserve Our Parks** does: The group claims that an 1884 map shows that most of the 2.2-acre transit center site, at E. Michigan St. and N. Lincoln Memorial Drive, is covered by the doctrine, which largely bars private development on former lake beds. But others say it's the 1913 shoreline — which would allow the Couture — that should be used as the determining factor, not the 1884 map.

Gov. Scott Walker and state legislators agree: Last week on a voice vote, the Assembly passed a bill supported by the governor that says any restrictions on filled lake bed wouldn't apply to land west of the 1913 shoreline, including the transit center. We think that's the way to go: allowing the few feet of difference between 1884 and 1913 to stop a development as important as the Couture would be a mistake.

The bill probably isn't the end of the matter. Preserve Our Parks or another group may well take the issue to court, further delaying a promising development and the jobs it would bring. We think that would be a mistake, and we hope Preserve Our Parks will come to that realization as well.

Find this article at:
http://www.jsonline.com/news/opinion/legislature-should-not-undercut-common-core-standards-b99210843z1-246627841.html

☐ Check the box to include the list of links referenced in the article.

greenbay pressgazette.com

February 24, 2014

Editorial: Scrap Senate bill, not Common Core

A proposal in the state Senate would establish a board to set state academic standards, effectively ending the Common Core.

Adopted four years ago by state Department of Public Instruction Superintendent Tony Evers, the Common Core sets academic standards for public school districts in the state. Wisconsin is one of 45 states that have signed on.

Wisconsin schools are in their second year of teaching a curriculum that meets the rigorous standards for math and reading. Tests are scheduled for fall 2014 to assess the progress. (The science and social studies standards have been put on hold as costs are examined.)

Now some Republican legislators want to undo what has been in place in classrooms the last two years and the very standards the DPI has been using since 2010 to guide its curriculum and education decisions.

The Common Core standards have had their opponents, both in the Legislature and in the classroom, but it would be unwise and premature to scrap them now. It appears that politics, not education, is the driving force

Gov. Scott Walker has supported the Common Core in the past. In 2012 in the governor's Read to Lead Task Force report, Walker wrote how the state adopted the Common Core "in response to the need to improve state standards and create a common set of expectations for children across the country." He called the new standards "more rigorous."

Since then, it appears he has backed off that claim and now backs this current Senate proposal.

Under SB 619, a 15-member Model Academic Standards Board of educators, parents and people with an education background would be created to draft standards. The DPI superintendent would serve on the board as well as four people he or should would appoint; the governor would name six members; the Senate majority and minority leaders would appoint one each; and the Assembly speaker and the minority leader would each appoint one.

If this is truly to be objective and nonpolitical, why does the governor appoint more members than the DPI chief?

Critics of the Common Core cite the loss of local control and the lowering of standards.

First of all, the Common Core wasn't required by the federal government. It wasn't even produced by the federal government. It was developed by a national group of state school officials with leadership from the National Governors Association and the Council of chief State School Officers.

Plus, it sets a baseline for standards. Schools can exceed the standards if they decide. Also, the schools set the curriculum; the Common Core doesn't.

Green Bay School District Superintendent Michelle Langenfeld wrote to legislators that the Common Core "closely aligns with the skills our partners in higher education and the business community identify as necessary to ensure college and career readiness" through a "rigorous and relevant curriculum."

Second, how does the Common Core lower academic standards? By all accounts, the standards are higher. At a hearing on Common Core, West Bend School District Superintendent Ted Nietzke called them "the highest standards I've seen."

Walker has called for "higher and more rigorous" academic standards, without stating what that means. In fact, the standards are more rigorous.

What opponents don't mention is the cost. Schools in Wisconsin have already spent $25 million to adopt the Common Core standards. Langenfeld's letter to legislators says that educators here have put in time, energy and resources in "implementing curriculum, instruction and measures aligned to the Common Core."

If the Common Core were an absolute failure, we'd support changing course. But there's no evidence of that. What we do see is a minority viewpoint that strikes the popular chord of loss of local control, something we haven't seen.

These academic standards haven't even had a time to work, and it would be unwise to scrap them for a more politicized approach in these times of hyper-partisanship.

APPLETON POST-CRESCENT

February 23, 2014

Editorial: Leave education to educators; Common Core bill terrible

Common Core has become the latest punching bag in education, not just in Wisconsin but nationally.

Even among some of those who bought in to Common Core, a national set of educational standards meant to help our kids better compete in the global economy, there's a certain amount of buyer's remorse.

Whether that's valid or not is open to a larger debate, but a bill in the state Legislature meant to be a solution to some Republicans' objections to Common Core has so much wrong with it that it's hard to know where to start.

The bill, championed by Sen. Leah Vukmir, R-Wauwatosa, and Sen. Paul Farrow, R-Pewaukee, would create a board that would develop academic standards. It was scheduled to be voted on by the Assembly Education Committee on Thursday but was pulled.

In the latest version of the bill, the board would consist of six members appointed by the governor, five appointed by the superintendent of public instruction (including the superintendent or a designee) and four appointed by legislative leaders. In general terms, at least six of the members have to be on K-12 education staffs or school boards, at least two have to be parents of K-12 students and at least one has to be a college professor. No legislators are allowed on the board.

The board would come up with standards in English, reading, language arts and math — presumably replacing Common Core standards — in 12 months, and in science and social studies in 36 months. The standards would go to the superintendent of public instruction for review and possible revision, and then to a legislative committee. If the committee doesn't like the superintendent's revisions, it can submit a bill that contains the board's original standards to the Legislature for approval.

So, though some of the details of the bill appear to be in flux — and, seriously, two of the members have to be connected with voucher schools? — let's start with the big-picture problems.

In no way should K-12 public education in Wisconsin be more politicized than it already is — and this bill certainly would do that. Politicians get to determine two-thirds of the board and, although most are supposed to be involved with education at some level, those politicians can — and will — find board members to represent their points of view.

And, although the superintendent of public instruction can change the board's proposals, a legislative committee — and perhaps the full Legislature — gets the final say.

When current superintendent Tony Evers sounded the alarm about this legislative takeover of education curriculum, he was pooh-poohed by Vukmir, who said the Legislature would be OK with minor changes to the board's proposals. Yet, the Legislature would even be able to modify those proposals on its own.

Then there's the effect of the bill on schools and students. Evers refers to the "political whipsaw" it would create, with schools having to adjust standards with the winds of majority change in Madison. But they would also undergo an immediate whipsaw from the ongoing Common Core conversion to whatever these new standards would be.

The Common Core conversion has been three years in the making, has caused monumental changes in schools and isn't done yet. If the bill passes, what would happen in the meantime? What would happen

to classrooms? To kids' education?

Imagine you're an elementary-school teacher who has spent the last two years making major changes to incorporate Common Core into your classroom and now you're told, "Uhh, sorry, but we're going to make you change again." And for what exactly?

Which gets us to the final problem. What's the real objective here?

Gov. Scott Walker — whose staff crafted the language of the bill, according to the Milwaukee Journal Sentinel — had, until recently, been a consistent partner with Evers in the move to Common Core.

As part of a 2011 executive order that created the Read to Lead task force he and Evers led, Walker stressed that "it is critical to have initiatives that will empower teachers, districts and parents — not lawmakers — with the ability to decide how best to teach reading ..." Where did that governor go?

Likewise, where were Vukmir and like-minded legislators when the decision was being made to adopt Common Core in 2010?

Once national groups on the right, especially those of the tea-party variety, started decrying Common Core earlier this year because of what they say is too much involvement in the classroom by the federal government, everyone's tune changed.

If you've begun to recognize the irony of those pushing for less federal-government involvement by adding a much greater level of state-government involvement — and political involvement at that — welcome aboard.

The Common Core standards or implementation may indeed need to be changed for the betterment of kids' education. But the bottom line? Those decisions need to be made by education professionals, not politicians.

WAUSAU DAILY HERALD

March 2, 2014

School reform matters, and Common Core is an important part of that effort: Our View

Don't fall for opportunistic attacks on raising academic standards.

The project of reforming Wisconsin schools has taken major steps forward in recent years. And it is an important project. Parents have a right to know how their children's schools are doing; the state's economy — today and especially for future growth — needs an education system that works well; and taxpayers have a right to ask that schools are functioning efficiently in a way that benefits all.

There are reasonable and understandable reasons to be wary of over-reliance on testing. Standardized test scores are not and cannot be a *complete* picture of how our education system is functioning.

But without data, we simply won't know how our schools are doing. And without a common set of benchmarks — not a common *curriculum* but a shared, research-based view of where kids should be at each grade level — that data simply won't provide a clear enough picture.

This is why Common Core State Standards — a set of high educational standards that had broad bipartisan support in Wisconsin until very recently — are so important.

A new bill introduced by state Sen. Leah Vukmir, R-Wauwatosa, and supported by Gov. Scott Walker would badly undermine Wisconsin's progress — and at worst, would lead to unacceptable politicization of what ought to be a science-driven, results-oriented process.

Vukmir has been straightforward: Her goal is full repeal of Common Core in Wisconsin, and her bill is intended as a first step toward repeal. It would be a disaster of a law, creating a complex and unnecessary review committee that could literally end with legislators debating the fine points of science curriculum on the floor of the Legislature.

That would be a huge embarrassment.

What might be less obvious, though, is how integral Common Core is to other education reforms.

The bill, which will have a hearing in Vukmir's Senate committee on Thursday, would jeopardize Wisconsin's new teacher evaluation system, which for the first time will take test scores into account. It would jeopardize the state's school report cards, which depend on data that is based on Common Core standards.

And for school districts that have spent years on the implementation of Common Core, it would be phenomenally expensive and demoralizing.

"It sends a horrible message," Department of Public Instruction Superintendent Tony Evers http://www.wausaudailyherald.com/article/20131024/WDH06/310240164/Evers-Common-Core-right-Wisconsin-column-" alt="" title="" target="_blank">told Daily Herald Media. "The message is: 'We don't know what the hell we're doing.'"

Evers has a point. Common Core has been widely agreed upon. The last two biennial state budgets each included specific funding for its implementation. This is the track Wisconsin has been on.

To jump off that track now would be a major setback. Legislators should defeat the anti-Common Core

bill and keep us moving forward.

LEADER-TELEGRAM

School curriculum, partisan politics, bad mix

Posted: Thursday, February 27, 2014 12:00 am

A few years ago, when Democrats controlled both houses of the state Legislature and the governorship, they passed a bill that required all Wisconsin public school districts to teach the history of the labor movement.

The move was an obvious bow to organized labor in general and the state teachers union in particular. They were and are one of the major donors to the Democratic Party as well as an organization that delivers tens of thousands of votes to Democratic candidates.

Now along come the Republicans, who are poised to undo national "Common Core" academic standards previously implemented that many conservatives see as a loss of local control and in some cases an attempt by liberal educators to brainwash students with their political agenda.

According to the Milwaukee Journal Sentinel, the Republican plan (AB 617) would create a "Model Academic Standards Board" that would include six appointees by the governor and four by the state superintendent of public instruction, currently Tony Evers.

Under the plan, the board would submit proposals for academic standards in various subjects to the state superintendent, who then would submit recommendations to a joint legislative committee. That panel could accept the superintendent's recommendations or reject them in favor of alternatives proposed by the academic standards board.

Debate over Common Core standards rages nationwide, but the flap in Wisconsin has political overtones. Evers was endorsed by the teachers union, which is crucial in a position that doesn't draw much attention in campaigns. The candidate backed by the teachers union has a huge advantage on election day, and this legislation is an obvious attempt to weaken Evers' authority.

Academic standards and best practices to raise student achievement shouldn't be managed in the political arena, whether it's liberal lawmakers requiring students to study the labor movement or conservatives wielding veto power over the entire curriculum to satisfy Tea Party backers.

This is where we end up when unlimited money flows into politics. That is, everything becomes political and debate rages over something most people don't have a clue about, such as best practices to teach math and reading.

The big news among talking heads these days is whether Scott Walker's former staff doing political work on government time when he was Milwaukee County executive will doom his possible presidential aspirations.

The more important question as illustrated in the debate over Common Core is what happens when government work and political work become one and the same? What happens to a society when those we entrust to educate our kids no longer are trusted by politicians, who then take it upon themselves to assume that role?

Best practices to teach math, history and reading shouldn't be political, but if that is what we've come to, heaven help our country.

- Don Huebscher, editor

The issue: The Wisconsin Legislature is poised to repeal the Common Core academic standards used in most states.

Our view: Developing curriculum isn't for amateurs, and it shouldn't be the domain for politicians of either party.

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March 4, 2014

Senate Committee on Education
Wisconsin Capitol
Madison, WI 53703

Dear Committee Members,

Thank you for allowing me to submit my testimony as district business prevents me from testifying in Madison today. I ask that you do not take my absence as a lack of concern regarding these proceedings. I can't stress my sentiments strongly enough: **please support the Common Core State Standards and reject Senate Bill 619.**

As the superintendent of the Mukwonago Area School District, I firmly believe that the Common Core State Standards, the Smarter Balanced and ACT assessments, the Effective Educator initiative, and the DPI report cards are all integral parts of an accountability system that will help to improve public schools in Wisconsin. The Common Core provides much-needed rigor and greatly increases expectations for our students in reading and math. I understand that some may not approve of the CCSS development process, but I assure you the product is a vast improvement over the previous standards and will help us prepare our students to compete with others on a national and global scale.

The effort to derail the CCSS has been extremely discouraging to our staff. We have spent countless hours and significant amounts of tax dollars to implement these new expectations and align them with our locally developed curriculum. It would be huge mistake and a giant step backwards for our school improvement process to change course at this time.

I ask that you give the Common Core State Standards and the rest of the accountability measures an opportunity to succeed in our schools. Please reject SB 619 and work with public schools to improve instruction and increase student achievement across the state of Wisconsin.

Sincerely,

Shawn McNulty,
Superintendent of Schools

KETTLE MORAINE SCHOOL DISTRICT

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March 4, 2014 SB 619 - OPPOSED

On October 3, 2013 I spent the day at the Capitol, rescheduling my calendar and waiting the entire day to share my testimony in support of the Common Core State Standards and the work we have done as a district to set higher expectations for our students. Then, in November I received a survey that I completed, detailing the amount of work that my district has done in support of higher standards. Please know the College Career Readiness strands are important to the post-secondary transition for our students. Kettle Moraine deeply supports the alignment to the college career readiness strands.

I now understand that you are considering legislation that would rewrite the Common Core State Standards through a panel of appointees, to include individuals who are not subject to the standards that will be written. I am amazed that this legislature is working against standards that have been determined to be more rigorous and that you are taking the authority away from the elected State Superintendent of Education. This is work that was originally supported by the National Governors Association. **It is work that continues to be applauded by the Wisconsin Manufacturers & Commerce, major business and industry leaders, as well as local education leaders across our state.**

I have heard the plea that "Wisconsin can do better." I question that statement. I question our ability as a state to design standards that are comparable, across the majority states in our nation so we know how our students perform. I question our ability to fund the design of world class standards and a comparable unique state test and I question the priority of spending money and time on work of that nature rather than investing that money into our schools. I disagree with the idea of walking away from the investment that has been made to incorporate these standards and to develop a test that measures, through performance, our students' achievement. There is a great deal of good work that has been done and money that has been spent. This legislation makes a mockery of that work.

I wonder if you understand the significant impact this legislation would have financially on school districts across our state and the impact it would have on the morale of people working to have our students reach these rigorous standards. To sink millions of dollars into the development of standards and assessments that reflect Wisconsin's opinion, rather than provide comparability across states, is to invest in a system that will not meet the needs of our students. To do so when you recently enacted legislation that took money away from students and educators by lowering the revenue limit that supports schools is even more hurtful. I am very concerned that those legislators advancing this bill do not understand the long term impact this decision will have on their local schools and the students we serve. I urge you to defeat SB619.

Patricia F. Deklotz, PhD.

Superintendent

- Learning Without Boundaries –

March 5, 2014

Dear Senate Education Committee:

Tomorrow the Senate Education Committee will receive testimony regarding SB619 relating to creating a Model Academic Standards Board. I am writing to request that you oppose this legislation. If this legislation is passed, it will remove local control from Wisconsin school boards and politicize the process of identifying what our students need to be college and career ready. It will also jeopardize the state assessment program and use of achievement data for the state mandated Educator Effectiveness models.

Legislation of a Model Academic Standards Board will have several negative implications for students and schools in Wisconsin.

1. Creating an Academic Standards Board positions the legislature to determine what the state's academic standards should be related to English language arts, math, social studies and science rather than local school boards. Hamilton School District curriculum process includes a review of all relevant standards for each content area, input from our local business community and a review of best instructional practices. Multiple standards are reviewed and integrated when our district designs curriculum. These standards include, but are not limited to, Wisconsin Department of Public Instruction model standards, Common Core State Standards, Financial Literacy standards, Tech Literacy standards and College and Career Readiness standards. The Wisconsin Manufacturers & Commerce have endorsed the Common Core State Standards as robust learning targets which reflect the knowledge and skills that our young people need in order for our businesses to be internationally competitive in the future. Our goals in developing curriculum are to ensure our students are college and career ready while meeting the expectations of our local community. Please do not remove local control.
2. Standards developed by an academic standards board are not likely to be aligned with the current state assessments (Wisconsin Knowledge and Concepts Examinations) or the new Smarter Balanced Assessments. Creating a new, unique Wisconsin assessment would cost millions of dollars to produce and years of work to ensure the instrument is reliable and valid and appropriate for the high stakes decisions which are now associated with the state examinations.
3. The Educator Effectiveness model, which is mandated to be implemented in the fall of 2014, utilizes student achievement data to evaluate staff. How will assessments be valid when the academic standards are not yet known and the test has not been developed?
4. The proposed legislation creates a legislative process where the state legislature can debate standards on the floor of the legislature and ultimately write standards into statute. Please do not politicize our student learning targets.
5. The proposed legislation has unrealistic timelines for standard revision and implementation at both the state and local levels and provides no mechanism for the state to ensure that the standards adopted are college and career ready in order to be in compliance with federal law. This places Wisconsin in jeopardy for the federal ESEA waiver and could bring back the broken No Child Left Behind law.

What was once a focused debate about rigorous expectations regarding the knowledge and skills necessary for students to be college and career ready has been replaced with a debate about student privacy rights, federal vs. local control and instructional material adoption. The Common Core State Standards (CCSS) are rigorous internationally benchmarked English language arts and mathematics standards that are designed to ensure that students leave school with the knowledge and skills needed to

succeed in college and careers. Standards do not dictate how teachers will teach or the materials that they will use.

Business and education organizations have registered their opposition to this legislation. The Wisconsin Manufacturers & Commerce, Wisconsin Association of School Boards, School Administrators Alliance and Southeastern Wisconsin School Alliance oppose SB619.

Parents, our business community and the general public expect that we will prepare students for college and careers. They also have a right to expect that we can communicate with credibility and accuracy their performance compared with that of their peers nationwide. I urge you to oppose the establishment of the Model Academic Standards Board. Our children, our business community and the economic future of our state depend upon your action.

Sincerely,

Kathleen M. Cooke, Ph. D.
District Administrator
Hamilton School District

In opposition to SB 619

John Hendricks
Interstate Compact for the Education for Military Children

Thank you for giving me a few minutes to express my concern about legislative efforts to move away from the Common Core Standards in Wisconsin.

I am the district administrator for the Sparta Area School District, but I am not coming to you as a Wisconsin superintendent. I know that today you are hearing from deeply concerned school leaders who are much more eloquent than I.

Instead, I come to you as a member of the Wisconsin Council for the Interstate Compact for the Education of Military Children. This organization was created by the legislature in 2010 in recognition of the unique educational challenges that face military families, much of which is due to their mobility. Appointed by the state superintendent, I agreed to serve on this council because I share your concern. Military families sacrifice a lot on our behalf. They should not have to worry about the effect of their service and their mobility on the education of their children.

The Sparta Area School District experiences that mobility. In an average year, 350 to 400 students move into our district and almost the same number leave our district. If each were unique individuals (and we know that there is some cross-over), that would represent almost a quarter of our student population annually.

Here is another way to look at this: Our current sophomore class has 176 students. 78 of these students started their schooling elsewhere - some from other districts in Wisconsin, but many from other states. Previously, when most states utilized their own unique set of educational standards, many of these students experienced gaps in their knowledge and skills because of differences in these standards and variations in the sequencing of standards.

Although not all of Sparta's new enrollments and exits are militarily connected, my district has one of the highest populations of children of military families in Wisconsin, due to our proximity to Fort McCoy.

I support the Common Core and the quality that it represents for several reasons. Currently, a third grade student who moves with their family from Ft. Lewis in Washington State can be assured that we have the same high expectations for what she should know and be able to do in math because we adhere to the Common Core. An eighth grade student who moves with their family from Ft. Irwin in California can be assured that we have the same high expectations for language arts, because we adhere to the Common Core.

Kayla is a senior at Sparta High School. Prior to coming to Sparta, she attended schools in Germany, Missouri, Texas and two different districts in Virginia. Kayla moved twice in Virginia due to her mother being deployed to Iraq. Kayla relayed to me that it would have helped for each school to teach the same thing.

Connor, a sophomore at Sparta High School has moved five times so far in his academic career. In additional to Sparta, he has lived in Tomah, Illinois, and two districts in Minnesota. Connor's parents are hoping to avoid having to move in high school so that he may complete all four years in Sparta. They are concerned that Connor may not receive the same level of education somewhere else.

Kayla and Connor are two examples of the 1.8 million children of active military parents in the United States today.

We revere our soldiers and in many ways we express our appreciation for their service. They deserve every bit of support that we can give them. In Wisconsin, the Common Core State Standards are an important way that we support our military families. Removing that consistent, quality set of common core standards will hurt these children and add to the challenges facing military families in Wisconsin and elsewhere.

Wisconsin Family Action
Strengthening & Preserving Marriage, Family, Life & Liberty

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Testimony in Support of Senate Bill 619
Senate Committee on Education
Julaine K. Appling, WFA President
March 6, 2014

Thank you, Chairman Olsen and committee members, for the opportunity to testify today in support of Senate Bill 619. I am Julaine Appling, president of Wisconsin Family Action, an organization dedicated to strengthening, preserving and promoting marriage, family, life and liberty in The Badger state. Helping to ensure that parents have strong educational options and opportunities to be involved in the policies impacting the schools their children attend is extremely important to us.

We want to thank Senator Vukmir for introducing this bill that addresses some issues important to education and academic standards in our state.

It is reasonable and appropriate to assume that all of us want the students in Wisconsin's public schools to receive the best education possible and expect them to meet high standards in knowledge and skills. That's what we are here to discuss today. However, I submit that we can have the very best standards anyone can create, and we can have excellent teachers in our schools and we will still likely be disappointed in our rate of success. Fundamentally, we are dealing with a problem that is beyond the ability of standards and educators to fix and that is the breakdown of the family unit. As more and more students come from broken or dysfunctional homes, we will find it increasingly difficult to move these students to acceptable, let alone exceptional, academic performance. If state government is really interested in improving the academic performance and readiness of students, then at some point it must address the family model so many of our state policies champion.

That said, we find this particular bill to be a good step in establishing a clear process by which state academic standards are developed and adopted in Wisconsin. Heretofore, we have had no established process, at least not at the legislative level. Whatever process we have had has resided exclusively within the Department of Public Instruction.

To summarize, the positives we see in this bill are as follows:

1. It establishes a clear process for the development and adoption of state academic standards.
2. It ensures more involvement by Wisconsin stake holders.
3. It involves more than DPI in the appointment of people to the advisory board.
3. It brings the process more into the light of day.
4. It requires opportunity for public input on the adoption of state academic standards by requiring three public hearings at various steps in the process and before different
5. It requires an appropriate measure of legislative oversight.
6. It ensures school districts retain discretion in curriculum choices and adoption.
7. It establishes a systematic review of and potential revision of state academic standards.
8. It ensures new model academic standards in English, reading and langage arts and mathematics are proposed per the process within one year of the bill's enactment..
9. It emphasizes that all interested parties should be able to clearly discern that the standards are setting high standards.
10. It retains local control in that it makes no change to the current law that clearly does not require any school district to adopt the model academic standards.

Also, we are pleased that this bill addresses both of the concerns we have with and recommendations we made regarding AB 617.

We do have one concern with SB 619 and that involves the literacy standards that Dr. Evers and DPI unilaterally adopted for all of Wisconsin. These literacy standards for English and math are incorporated in the academic standards, but DPI also has adopted "Standards for Literacy in History/Social Studies, Science, and Technical Subjects which fall under the Common Core State Standards umbrella. I believe the author, co-sponsors and this committee should look at potentially amending this bill to include these standards in the review, development and adoption process proscribed in this legislation.

Thank you for your time. I am happy to answer questions.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Senate Committee on Education
March 6, 2014

Testimony of Deputy State Superintendent Dr. Mike Thompson and Assistant State Superintendent Dr. Sheila Briggs on 2013 Senate Bill 619

I want to thank Chairman Olsen and members of the committee for the opportunity to testify before you today in opposition to Senate Bill 619 (SB 619). My name is Mike Thompson and I am the Deputy State Superintendent at the Department of Public Instruction (DPI) and with me today is Sheila Briggs, Assistant State Superintendent for the Division of Academic Excellence, which oversees academic standards in most of the 23 subject areas in which we have state standards. While Sheila will go into detail about the significant problems and challenges with the bill, I'd like to open with some overarching comments about this legislation.

Quite simply, SB 619 is bad for kids. Instead of working together on how we can ensure all of our kids are prepared to succeed after high school, this bill creates uncertainty for our students, parents, and educators about what students should know and be able to do at each grade. It puts the state on track to repeal the Common Core State Standards in English Language Arts and Mathematics by early next year just as parents and educators are preparing students for new state tests. It creates ambiguity and uncertainty about how we will assess student progress on what could be constantly changing standards.

This bill pulls the rug out from under students, schools, and communities. It sets the stage to throw out the hard work our schools, our educators, our parents, and our kids have done over the past four years working to implement the Common Core. This includes thousands of hours in staff time and professional development programs, millions of dollars spent by districts to provide professional development and training for educators, millions of dollars spent to adopt and implement the Common Core aligned assessments, not to mention the millions of new dollars that will have to be spent to procure, develop, pilot, test, and review new assessments tied to any new standards the legislative committee decides to establish.

Wisconsin educators overwhelmingly support the Common Core. The Common Core provide a framework for educators and parents to better gauge student progress. They are a vast improvement over Wisconsin's previous model academic standards, and educators across the state are already seeing positive changes in our schools as a result. You will hear today, as the Select Committees on the Common Core heard before, testimony after testimony from schools about how they are already seeing improved student outcomes as a result of this work, and how they do not support changing course.

This bill politicizes something that should be apolitical – what all kids in our state should know and be able to do when they graduate from high school. The proposed Standards Board and the legislative process for standards adoption are partisan political processes that, at the end of the day, put politicians in the legislature in charge of writing academic content standards.

DPI has always supported a process of standards review and revision and has a process in place that balances the needs of the field, the capacity of our schools, and new advances in content area research. SB 619 does not improve this process. Instead it creates significant legal, technical, and implementation issues that will render the standards approval process more opaque, politicized, and convoluted. Moreover, it will create a morass in terms of its effects on education requirements in statute and its effect on almost all the work districts and the state are doing in education.

Let's be clear about the elephant in the room. There is no doubt that this bill is intended to repeal the Common Core State Standards. Otherwise, why create a board to ensure that those calling for new Wisconsin standards have the majority? Why send the standards – which are not administrative rules – to the Joint Committee for the Review of Administrative Rules (JCRAR), whose co-chair, and author of this bill, has publicly called for the repeal of the Common Core? Would anything less than full replacement of the Common Core satisfy those who are opposed?

Abandoning the Common Core now abandons the nearly four years of work that students, parents, educators, and others have put into reaching these higher, more rigorous standards that better prepare students for college and career. Abandoning the Common Core would upend educator effectiveness systems, standards in other subject areas, school and district report cards, the countless hours of work done by higher education to align their educator preparation program curriculum, district and state staff development efforts to implement the standards, and the curriculum and materials districts are using.

Abandoning the Common Core would require the development of new tests. This comes on the heels of the Legislature and Governor explicitly requiring the Department to develop exams aligned to the Common Core as part of 2011 Act 20, the 2011-13 budget bill, and providing $12 million in funding just eight months ago as part of the 2013-15 biennial budget to fund the state's Common Core aligned assessments – Smarter Balanced and the ACT. Is it any wonder why our educators are frustrated and outright confused by the mixed messages being sent?

Simply put, SB 619 is not about what's best for our kids, and not about what's best for our state.

I'd now like to turn things over to Sheila Briggs, who will provide additional context about the significant legal, technical, and implementation issues presented by the bill.

Wisconsin's existing standards review process has been in place for nearly 20 years and has been used with creating and revising 23 different sets of student standards. Whether or not you agree with the process that we have used, SB 619 creates a much less rigorous process, and one that puts legislators in the position to write academic standards.

First, SB 619 creates a Model Academic Standards Board that is not required to have any expertise or knowledge in model academic standards. The bill creates a board of 13 individuals appointed in a partisan way to determine standards in all core content areas in our public schools. Yet, there is no assurance in this bill that the Board members have any knowledge, background, or expertise in the area of standards, standards writing, or standards vetting.

The makeup of the Board itself raises questions. For instance:

- There is only one professor of higher education. Which subject is that person supposed to know? Should a math professor be weighing in on the validity of the social studies standards? Who is weighing in on whether the standards are "college ready"?
- There are no representatives from the business community. Who is weighing in on whether the standards are "career ready"?
- There is no specific representation for students with disabilities, English Language Learners, gifted and talented students, and other unique populations? Do the authors intend for the standards to be vetted by these groups?
- There are two representatives from private voucher schools – a parent and a teacher. As a result, voucher schools have more representation than higher education, business, and school boards. Why do private schools have such an outsized voice?
- There is no representation from middle schools – why is that?

The bill intentionally minimizes the role of the State Superintendent, the constitutionally elected officer charged with overseeing education in Wisconsin, in the Model Academic Standards Board. The bill very clearly stacks the deck so that the Governor and Legislature have more appointments than the State Superintendent, requires the Governor to appoint a co-chair, and gives more authority to the Governor's co-chair than to the State Superintendent. We object to a process that removes the constitutional officer vested with overseeing education from leading the effort to develop academic standards.

SB 619 places the responsibility for writing standards with subject-specific subcommittees, yet these subcommittees lack the needed depth and breadth of expertise to write standards under the bill. The subcommittees charged with writing the actual standards are limited to seven voting members, and there is no requirement under the bill that they have any actual expertise in the content area or in developing academic standards. The bill permits, but does not require, the appointment of an additional four nonvoting members who have subject matter expertise. However, even if the Board chooses to appoint four additional members with subject matter expertise, a majority of subcommittee members drafting the model standards are not required by the bill to even be familiar with the academic subject.

This proposal runs in stark contrast to how standards are developed now, a process which places the power of determining content in the hands of many, rather than an appointed few.

Ultimately, when we begin a standards review process, we work to bring all necessary expertise to the table. We engage numerous experts in the field for which standards are written, and rely on very different expert communities for each set of standards. For example, in the area of

English, the Department seeks input from experts in writing composition, American and British literature, reading acquisition, debate and rhetoric, grammar and usage, etc. We select those with expertise in the content of these discrete aspects of English, as well as those with expertise in teaching those aspects to all students, including special education students, English language learners, and gifted and talented students, in urban, rural, and suburban settings. It is important to have all of these perspectives at the table.

DPI also regularly joins with other states, learns from other states, and looks at resources within and outside of the country to ensure that what we develop in Wisconsin is drawing from the premier experts in the field—within and outside of Wisconsin. We owe it to our children to search out the best research, the smartest minds, and learn from others that are exceeding our results. That is exactly what we did when we made the collective decision in Wisconsin to join with other states in creating and ultimately adopting the Common Core.

The legislative intent regarding the use of out-of-state resources and experts in developing standards is unclear. On the one hand, DPI has been criticized for working with other states to develop the Common Core State Standards because we should be developing standards just for Wisconsin. However, it has also been suggested that certain out-of-state voices who oppose the Common Core should serve as non-voting experts on the subcommittees established by the bill. So, which is it?

Furthermore, the writing teams for standards are selected by experts from the field in collaboration with DPI. Writing teams have historically been between 15 and 25 people and the timeline for completion of their work has been 18 months to two years. This bill provides for a very small group of individuals who are appointed in a partisan manner, with no way for anyone, much less DPI, to ensure that all of the required expertise is at the table.

SB 619 does not require academic standards to prepare children to graduate college and career ready. The Common Core were developed with the expressed purpose of raising expectations for all children and ensuring that children who reach these higher standards graduate from high school ready to succeed in college and careers. That's why they have broad support from higher education in Wisconsin and around the country, college entrance organizations like the ACT and the College Board, and business leaders and organizations in Wisconsin and around the country such as the Wisconsin Manufacturers and Commerce, the U.S. Chamber of Commerce, and the Business Roundtable.

Nowhere in SB 619 are Wisconsin's academic standards required to be "college and career ready" as deemed by Wisconsin Institutions for Higher Education, nor does it require any alignment with the needs of the workforce as stated by our business leaders. It only requires that the standards do not prescribe curricula to school boards, and that the standards establish "high expectations" for the knowledge and skills our kids must attain and master. This is a huge step backwards for our state, and for our kids.

In addition, because there is no requirement for the standards to be college and career ready, and there is no process built into the bill to validate the standards with Wisconsin's higher education community, SB 619 directly jeopardizes Wisconsin's federal ESEA waiver. Our ESEA waiver, which was approved two full years after we adopted Common Core, requires us to have college and career ready standards. If we abandon the Common Core but want to maintain our waiver, the state would need a consortium of Wisconsin Institutions for Higher Education to validate those standards as being rigorous enough to ensure that students who are proficient in the standards would not need remedial coursework. With the timelines proposed in the bill, it would be impossible to meet this requirement.

SB 619 makes it impossible for the DPI to follow the law due to its treatment of assessments under the bill. Section 3 of the bill states that the examinations adopted or approved to measure pupil attainment of knowledge and concepts in English, reading, and language arts; mathematics; science; and social studies shall be aligned with the standards adopted under the provisions of the bill. We agree tests should align with standards. However, if the Common Core are repealed, any test aligned with them would likely be unusable. The ACT tests for high school that we proposed and you approved in the budget start next year, and are aligned to the Common Core. We might not be able to use them. Do you want to reverse course just eight months after funding them? The Smarter Balanced Assessments, which go live next school year, would be unusable. Our assessments would be outdated and unusable before they even go live.

The bill makes this provision effective immediately upon the adoption of new standards. We interpret this to mean that it would be illegal for us to administer assessments that did not align with whatever new standards are created. Since the bill does not build in the necessary time to procure, develop, and pilot a new assessment, the bill would result in no state test for years.

It takes anywhere from two to five years to get a new test ready to be implemented depending on if we are buying something off the shelf or creating it from scratch. Presumably, since the new standards that are envisioned by the authors would be unique to Wisconsin, we couldn't use a shelf test, and we'd have to procure a new test from scratch. The cost of this will be millions, and it will take years.

Without a test we will be unable to develop school report cards, implement our state and federal accountability systems that are based largely on test scores, implement educator effectiveness systems using student test scores, and we will be in violation of federal law which requires states to annually assess all children in the state in ELA and mathematics in grades three through eight and once in high school.

Under SB 619, many districts may not have fully implemented a set of standards in the classroom before a revision process would start again. A state-level standards examination and drafting process typically takes up to two years to complete. After the state-level work is completed, school districts have always had several years to implement new standards before state-level assessments would begin measuring student achievement based on the new standards. This allows districts time to learn the new standards, to examine existing curriculum and instruction, to draft new curriculum, and purchase new materials. Under the bill, some

standards, such as mathematics, would begin a revision process before there is even state-level assessment data to support and justify any proposed revisions. As a result, the bill would require the development of new standards just as our students are starting to be tested on the old ones – a move that has the potential to overwhelm our students and staff in school districts. Additionally, the average review cycle for standards in school districts is every 7-10 years, not every 6 just for these very reasons.

Further, the bill politicizes standards setting and, at the end of the day, establishes an entirely new legislative process where politicians in the legislature could write the standards. As Legislative Council attorneys have noted, this bill could lead to legislators writing and debating standards on the floor of the legislature.

What's also unusual is that the bill creates a new process where the standards are submitted to JCRAR, even though they are not rules. Similar to a rules process, if there is an objection, JCRAR must still draft and introduce a bill as it would under the normal process. However, the content of the bill must be the model academic standards proposed by the politically stacked board, and the bill is prohibited from being sent to the Education Committees. Instead, it must go straight to the floor where it will be debated and may be amended.

Finally, this bill would put off science and social studies revisions for another year even though many are calling for those standards to be revised. The state urgently needs to begin a standard revision process for science and social studies. Those should be the priority areas we are working on first. Revision of science standards has been a topic of state and national discussion by leaders of business and industry, particularly those invested in STEM fields. Repeating the work on ELA and mathematics standards while we defer needed work on science standards is simply not in the best interests of our kids.

The Department of Public Instruction and school districts across Wisconsin have been working tirelessly since 2007 to develop, review, adopt, and implement the college and career-ready standards that we have now. Although the department keeps hearing that this bill is in response to the voices across Wisconsin saying that they want the Common Core repealed, it seems that this bill is ignoring the voices of the Common Core supporters across the state.

We heard from superintendents, principals, curriculum directors, school board members, professors of math, professors of English, and professors of educator preparation, as well as the leaders of our institutions of higher education. In fact, we received a petition signed by 77 Wisconsin professors of science, math and engineering expressing their full support for the Common Core. We heard from business leaders and the military and we have heard from parents. We heard from teachers, including the Teachers of the Year Council. We heard from our content area professional associations including the Wisconsin State Reading Association, the Wisconsin Council of Teachers of English, the Wisconsin Math Council, the Wisconsin Reading Coalition, the Wisconsin School Psychologists Association and the Wisconsin Society of Science Teachers. We heard from the business community like WMC, MMAC, the

U.S. Chamber of Commerce, and the Business Roundtable that includes Wisconsin businesses like GE and Johnson Controls. We've also heard overwhelmingly from editorial boards across the state that this is the wrong move.

We've heard that not only are the Common Core State Standards right for Wisconsin, but that they are already making positive change in our schools. Why would we want to stop that? We cannot sincerely say that we support local control of our schools, and then ignore the local educators that are telling us that they support the Common Core.

A high quality education for every child that prepares them for success in today's economy is our shared mutual goal. We must continue to ensure that all content areas have world class standards that prepare students for college and the world of work. SB 619, however, doesn't get us there.

At this time we would be happy to answer any questions you may have.

Superintendent Aaron Sadoff Testimony on SB 619

Public Hearing – Madison, WI – Thursday, March 6th, 2014

Aaron Sadoff – Superintendent the School District of North Fond du Lac
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Thank you for the opportunity to share my thoughts and beliefs today about not only SB 619, but also on the past three years of unbelievable change, growth, improvement and strain in public education. I have been fortunate to be an educator since 1997, serving as a middle and high school teacher in Manitowoc and Fond du Lac as well as an administrator in North Fond du Lac. For the past 5 years I have served as superintendent of the School District of North Fond du Lac seeing the world of education switch from labor to work relations, embrace higher accountability for students, educators, schools and districts, as well as finally adopt and work to implement with fidelity some great skill expectations that raise the bar for all students to be more prepared for career and college. And now we are on the brink of implementing a statewide, on-line, adaptive assessment that will assess to specific standards helping us better measure achievement and growth! The Common Core State Standards are at the heart of this transformation.

Today I want to share three things with you that will help explain my understanding, as well as many of my colleagues understanding of SB 619 and the future of education. These topics are:

- the new importance of cupcakes
- plumbers and electricians
- and finally a lesson I learned from my dad.

Yesterday I was fortunate to visit our Family and Consumer Education classroom and talk with our culinary arts teacher Jill. She is an amazing educator who I believe will help us become a premier culinary arts program not only in the state but nation. As we were talking about her students and an upcoming competition, I shared with her the great opportunity I had today to testifying about the powerful new math and language arts standards that we are implementing (aka Common Core). She immediately said, "Since the common core, making a cup cake is math and language arts, before it was just baking." She went on to explain that for the first time in her career she feels that she can support our students in the important skills of math and language arts because she knows the expectations of skills (standards) that are expected from her students at his or her grade level. The Common Core articulates specific skills at different levels that she, as well as physical education, art, music, social studies, science, business, and all other educators can support through each of their unique and engaging content areas! No longer is math taught only in math, no longer are English teachers the only ones that teach reading and communication. Because of the Common Core and the implementation that we have been doing across this great state for the last 3 years a cup cake is now about math, a cup cake is now about communication and presentation, a cup cake is a vehicle to get our students to acquire and master skills necessary to be career and college ready. It is no longer just a baked good!

Second, as I review SB 619 and reflect on the hearings I have attended and participated on the Common Core State Standards, both in May of 2013 in Madison and this past October in Fond du Lac and today. I realize I have not been to or heard of hearings that are being held on electrical standards, plumbing standards, construction standards, health regulations, automobile standards, bridge building standards, etc. The

Governor's Association commissioned a group of professionals to develop more rigorous and relevant math and language arts standards to help the United States of American leap forward in its expectations of all children, to prepare them better to compete in a new world economy and a significantly changed career and job force. The standards were developed, vetted and adopted. **THEY ARE SKILLS, not curriculum. They are the "what" of education, not the how!** They are cognitively measured, educationally developmentally appropriate and a great base line. Now because of these standards, and the assessments (Smarter Balanced and ACT assessments) that you, the legislature, has funded that will measure how we are doing helping students achieve and grow – our state is finally on a track to have our Report Card and other tools begin to have reliability and validity AND no matter where in this great state a family moves – parents can be assured that their child will not miss-out on important math and language skills. The Common Core State Standards were developed by a group of professionals, not politicians – much like our current electrical and plumbing standards! I guarantee none of you, unless you were engineers or master plumbers or electricians would feel comfortable with developing and reviewing the standards for wiring a house, or the standards for waste water treatment or standards for bridge construction – you would leave that to the professionally trained personnel that understand those processes – please allow education to be treated the same.

Finally, I would like to tell you a story (one many of you probably encountered in your life) about my dad, Richard Sadoff. He passed away 13 years ago, but lives with me every day. He was big in to restoring old cars and building things. He had a "gear-head" gene that missed me. Whenever he had time, he was in the garage working, street-rodding a 1936 Chevy Pick-up, restoring a 1920's Model-T, customizing a 1946 Dodge cab-over, building a trailer, restoring pedal cars, you name it, he built and fixed it. He knew cars, antiques and how to build like no one I ever knew. Everyday when I went to see him in the garage, I would ask how I could help. At first he would give me things to do, but found out quickly, I made more work for him than I helped. Finally, one day when I asked how I could help, he said, "if you really want to help me, please stay out of my way!" He said it in a caring and meaningful way, he said that if he needed help, he would ask (which he did periodically and I became a great garage helper – supporting him)!

Today I ask all of you the same thing, please stop trying to help. You have passed many bills to change how our schools and educators are evaluated, you have passed legislation to eliminate collective bargaining as it was known, you have balanced the state budget with great sacrifice from the public sector employees, you have funded new and imported assessments, Smarter Balanced and ACT, you have decided that it is good to use public taxpayer dollars to fund private schools that are not held accountable for results. You have done many things to help and some things that have and still are causing significant strife, and now, as my dad would say, and on behalf of the students, educators, support staff, and my colleagues here today; please stop trying to help and start supporting public education! We do not need more laws, more government, more committees - we need support and resources. We all want to improve and we all want to serve our students better! Thank you for your time and listening today.

Jeff Ziegler

Testimony to Wisconsin Senate Committee on Education on Senate Bill 619

Thank you for allowing me to share my thoughts.

First I should let you know that I am a teacher who has spent the last several years studying the CCSS and helping other teachers throughout the state prepare to teach them. So I like to think I am informed about what they are and what they are not.

I do, however, bring other perspectives to this issue as well. I am a parent of two high school students, I am a local school board member, and of course I am a taxpayer. All of these different perspectives inform my opinions on education in general, and the CCSS in particular.

As we debate the pros and cons of the CCSS initiative I think it is important to recognize and acknowledge something about any document that is created by a group of people. It is a compromise. Since it is a compromise it is likely that nobody thinks it is perfect. The CCSS are no different. I don't think it is a perfect set of standards. Like most people, I think I could do better. Of course if I were to write my perfect standards others would likely find them less than perfect. Some might even think they were about the worst standards they had ever seen.

As I stated earlier I have been working with these standards for several years. In fact, I've been working with them since before they were completed. Because of my work I was able to see and comment on early drafts of the math standards. And while I still don't think that the end result is everything I would have wanted, I do think that they improved throughout the vetting process.

On the whole the CCSS for Mathematics are focused, clearer, and more rigorous than our previous state standards. But I feel the need to say something about rigor. Part of the impetus behind this hearing is the statement by our Governor and others that Wisconsin should have standards that are more rigorous than other states. Disregarding that there are different definitions of rigor, we need to be careful of falling into what I will call the "more rigorous" trap. We could indeed draft a set of standards that are more rigorous than the CCSS. Then Illinois could rise to the challenge and create standards that are even more rigorous than our more rigorous standards to show how their education system is better than ours. We would then of course be compelled to create even more rigorous standards. I hope you can see where this is going.

Questioning whether or not we could write more rigorous standards is the wrong question to be asking. The question we should be asking ourselves is; Do our standards have the proper level of rigor? This is much more complex question. To answer this question we need to consider a number of things. We need to decide on our desired outcomes. We need to consider how students develop cognitively and emotionally. We need to consider the ability of our education systems to deliver curriculum and instruction aligned to our desired level of rigor.

Debating whether or not CCSS set a high enough bar for rigor is the wrong debate and in my opinion a waste of everyone's time. A conversation about how to ensure we have the right level of rigor is a conversation I, and many educators I know, would be more than happy to have.

All of that being said, I think it would be a big mistake to throw these standards out under the misguided belief that Wisconsin could create better, or more rigorous, or whatever superlative you want to use, standards. Even if we truly felt the need to draft a different set of standards, creating a politically appointed board to oversee the process is the wrong way to do it. The education of our children has become for too politicized already. Having a politically appointed board draft standards that legislators could then debate and edit would only serve to further politicize education. It likely would also guarantee that the standards that resulted from this process would not be accepted by a large part of the population.

My argument for not throwing out the CCSS and starting over does not hinge on my love of the standards. As I stated before, I fully acknowledged that they are flawed. And I think we need to both acknowledge these flaws and work on improving the standards as we move forward with implementation. In fact, I look forward to engaging in this work with educators in Wisconsin and across the country. Right there is one of the big advantages of using the CCSS, we won't have to do the work or implementing them and improving them by ourselves. We can work with educators across the country.

But my main reason for urging you to not give in to those who want to throw out these standards is that educators at the state, district, and school level in our state have spent the last few years preparing to implement these standards. I'm not even sure how you would calculate the resources that have gone into this. Districts and schools have probably spent millions of dollars on teacher training and curricular resources. They have invested untold man hours getting ready. Teachers have spent their own money and given up their personal time learning about these standards and what they need to do make sure their practices match the rigor expected. I have spent many hours working with these teachers and seen first-hand how invested they are in the

implementation of the CCSS. As part of this work school and districts have recognized the need to provide time for teachers to collaborate and have adjusted their practices and schedules to make this happen.

If we were to throw out the CCSS with the intent of starting over we would once again be doing what has happened far too often in education. Just as we are about to see the payoff of all of this effort focused on a singular target, we would be moving that target. We would once again be sending the message to educators that they shouldn't get too invested in the next big movement because it won't last. When we do this we make it that much harder to do the things we need to do to improve our schools.

I urge you not to make this mistake once again. Yes, we need to work on improving these standards, so let's focus on doing that, not take another step backwards because someone feels the need to pander to one group or another.

Jeff Ziegler
Teacher, School Board Member, Parent
1570 Traut Rd.
Marshall, WI 53559

COMMON CORE TESTIMONY: Senate Committee on Education: Arma Ezekiel Purdy: March 6, 2014

Good Morning, Ladies and Gentlemen of the Committee. I hope that you indeed have had a good morning thus far.

First, I want to thank you for your service to this Great State of Wisconsin and for propelling us Forward despite opposition and challenges. This is the new Grit, Tenacity, Moxy and Resolve that Wisconsin has, and I thank you for it. (jobs, tax cuts, balanced budget, debt elimination and establishment of the rainy day fund)
TY also for the opportunity and honor of speaking with you this morning about Senate Bill 619.
In 1995, I was crowned Mrs. Wisconsin from amongst 52 other wonderful women from around the state. We had the largest state pageant in the nation that year. In 1996, I proudly represented WI at the Mrs. America Pageant in Palm Springs, where I was selected as one of the Top Ten Finalists. Back then, I didn't have a family. But now I do.
And so today I represent WI again, not only with my family but those of my school district as well, and I stand in the gap for families of concerned parents, grandparents, relatives and citizens throughout Wisconsin who were not able to testify this morning.

I am a corporate (marketplace, workplace**) chaplain and market research assistant and the adoring parent of a 7th & 10th grader in the Germantown School District. Both children are straight A and A/B students, and though it may look sweet on the outside, it has some rot at the core.**
As you may know, we are the first SD in WI to exercise our Constitutional Right to Control the School Curriculum at the local level by voting CC State Standards out of our District to develop our own standards tailored to the success our student population.

In January of this year (2014), my 7th grade daughter shared with me a PowerPoint group assignment, one of the few scant assignments that I actually see come home.
What I read absolutely disturbed me. There was no rebuttal assignment, and when asked about her thoughts on the topic should it come true, she was completely unresponsive. This was uncharacteristic of her, having shared her dreams and visions in a written paper earlier this year of going to college in Florida and becoming a NASA engineer. Not even our strong Judeo-Christian values and morals persuaded her to rebut. The assignment smacked of an acceptance paper, and I became concerned about indoctrination. She confirmed my concerns when she stated that her class had read over 20 books COLLECTIVELY on Dystopia since the beginning of the school year (English Literature Cl.).

It was shortly after this incident that I became aware of CC and began to observe connections between the State Standards and what I was seeing in my own home.

I'm going to share a page with you from the assignment. For clarification, a **dystopia** is an undesirable or frightening community or society, which is the opposite of a *utopia*. They are characterized by de-humanization,[1] to-tal-it-arian governments, environmental disaster,[2] and other characteristics associated with a cataclysmic decline in society. Dystopian literature and film draw attention to real-world issues regarding society, environment, politics, economics, religion, psychology, ethics, science, and technology, and if left unaddressed could potentially lead to such a dystopian society.

Movies:

- *Soylent Green* starring a young Charlton Heston
- The currently popular *Hunger Games*
- *Nineteen Eighty-Four* (1984) (which takes place in a totalitarian invasive super-state)
- *Brave New World*, (where the human population is placed under a caste of psychological allocation)
- *Fahrenheit 451* (where the state burns books out of fear of what they may incite)
- *Blade Runner*

Share one page out of 10: Dictatorship, Democracy, Healthcare, Economics, Environment, Laws and Punishment

Three more examples of the misleading and confusion of CC at work at Kennedy Middle School:

Advanced Math/Reading: Last week, I witnessed a conversation between my daughters in the living room. The Older asked the Younger if she was in Advanced Math and Reading classes as she was in elementary school. She replied no (she was reading at a HS level in 5th grade). Over the last two days, my youngest has lamented as, **"having the most boring days of school (not "at", "of")."** **Gone are the advanced math sheets and advanced reading packets** that we were accustomed to. Welcome to Mainstreaming.

Two weeks ago in the laundry room, she shared with me **a math problem that she got "wrong"** because she did the Math in her head and didn't show her work. It was marked as the wrong answer. Common Core is more interested in the process that the correct answer.

In the first trimester, she reluctantly created a **shrunken head** and **androgynous character** in Art Class. We are NOT a household that practices voodoo or witchcraft, and we are NOT gender confused like Facebook with its new 58 categories of gender. What place do these have in the classroom?

THIS IS NOT THE UNITED STATES OF AMERICA THAT MY DAD IMMIGRATED TO! MY DAD IS ROLLING OVER IN HIS HOME!
Lived under the suppression of colonial rule for 13 years
His father's father was a Dutch merchant, and when Indonesia regained its control, society branded him as a half-breed and his family was instantly impoverished.
(Literally dirt poor living in a garage with rats and mosquitos; taking showers with larve; using the river as a bathroom; my Opa's money refused by national locals for food or any healthcare; cigarette butts. I wept reading his memoirs about dental pain and refusal of services and a very rare new pair of shoes that fell apart as trashy retreads.)
Shipped to Holland during the expatriation from Indonesia and joined the Merchant Marines in Holland just to see the shores of America: NY and Ellis Island
Entrepreneur at heart, he obtained his visa on a GI Bill thanks to Pres Kennedy
Put himself through local junior college and then Univ of IL: Chicago Circle Campus: Machinist to Architect

MY DAD STRUGGLED TO GET TO THIS "LAND OF OPPORTUNITY" TO FULFILL HIS DREAMS AND DESIRES. HOW IS IT THAT IN TWO GENERATIONS, ONCE REMOVED, HE SEES FREEDOM, CHOICE AND OPPORTUNITY TO ADVANCE IN EDUCATION REMOVED FROM HIS GRANDCHILDREN?

I urge you to take a vote IN FAVOR OF SB619. Your children and grandchildren deserve to have **Freedom** in the classroom to learn at their natural pace, **void of any** Federalized "one size fits all" curriculum, testing, and data collection. Our WI teachers deserve the **Liberty** to implement a curriculum best suited for their students' highest achievement rather than standardizing a program across state lines. **After all of the WI budget balancing,** surplus, returned taxes, and controlled spending, what do you think that it's going to cost the State of WI if, three years from now, after we've experienced the horrors of CC, the WI's Teacher's Union does the same as NY's teacher's union is now doing and demands to get rid of CC? KY has already followed suit, as has Florida. 35 states have Bills pending to either reject CC or suspend the implementation of the standards. I present to you documentation in identifying these states, as well as their corresponding legislative bills listed by each state.

As our **elected officials,** we the people are calling for you to bring this bill to a vote today. As our **elected representatives,** we do not want this issue suspended until 2015. We need a resolution today. Thank you for keeping Wisconsin moving Forward, and may the Lord richly bless you in Truth, Righteousness and Justice as you prevail in your decision making for "we the people".

WISCONSIN ASSOCIATION OF SCHOOL BOARDS

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John H. Ashley, Executive Director

CORRECTED COPY

TO: Members of the Senate Committee on Education
FROM: Dan Rossmiller, WASB Government Relations Director
RE: OPPOSITION to Senate Bill 619, relating to creating a model academic standards board
DATE: March 6, 2014

Good afternoon Senator Olsen and members of the Senate Committee on Education. Thank you for this opportunity to testify on Senate Bill 619. My name is Dan Rossmiller and I am the Government Relations Director for the Wisconsin Association of School Boards (WASB).

The WASB strongly opposes Senate Bill 619. The bill will eliminate the Common Core State Standards that were voluntarily adopted in Wisconsin in 2010, more than three and a half years after Wisconsin had begun the process of revising its existing math and reading standards.

Since 2010, Wisconsin school districts have spent time, energy and money—an estimated $25 million, according to the non-partisan Legislative Fiscal Bureau—to implement the Common Core Standards, money and hard work that will have to be set aside if this proposal advances in its present form and results in replacement of the Common Core Standards.

We find it curious that lawmakers who so often preach frugality and fiscal conservatism have been so quick to urge that the Common Core Standards be scrapped. If new standards are adopted, the costs of implementing these reinvented standards, including training teachers and staff and reviewing curriculum and instructional materials, will fall on districts. Because all districts are subject to revenue limits, money spent on implementing new, reinvented standards will subtract from what districts can do in other areas. In districts, that receive little or no state general aid, this cost will be heavily or wholly borne by property taxpayers, not the state.

Scrapping implementation of the Common Core will move districts back to square one. Many school districts have just purchased materials to meet the Common Core Standards. We wonder if those lawmakers who urge repeal of the Common Core Standards will please come to these school districts to explain to the taxpayers that they now need a referendum to buy materials to replace the newly purchased materials bought to implement the Common Core Standards or, for that matter, to explain why programs and staff will have to be cut if the referendum doesn't pass.

Even after a set of exhaustive legislative hearings around the state at which critics had ample opportunity to question the Common Core Standards, there is widespread agreement that: a) these new standards are more rigorous than the ones they replace, b) these new standards specify what students should know and be able to do at every grade level, whereas prior state standards set learning targets only in grades 4, 8 and 12; and c) there is great value in being able to benchmark the achievement level of Wisconsin students against students in other states and districts across the country.

One of the most disturbing aspects of the debate around the Common Core Standards is the extent to which opposition is based not on the content of the standards themselves—what they actually expect students to know and do—but rather on things that have nothing to do with the content, such as the federal government's perceived role in getting states to adopt them and the mistaken perception that somehow local control has been lost in the shuffle.

These arguments are little more than red herrings.

Curriculum and standards are NOT the same thing. Standards are a set of expectations about what students should know and be able to do at a given grade level. They are an over-arching set of goals that may be reached in a number of ways. Curriculum is the material and teaching methods used to meet the standard. There is more than one way to teach students to master the goals set forward in the standards.

Benchmarks are established to measure how well students are meeting the goals and expectations set forward in then standards. Benchmarks are assessed in a step by step process so we know whether and how well students are mastering these expectations.

The instructional materials used to bring students to mastery of the goals are the product of a locally-controlled decision, approved by local school boards who reflect local community values and district mission statements.

Decisions about curriculum and the instructional materials (including books) used in our schools remain with the local school board, where those decisions have always resided. We don't have a list of required books in our state; we have never had such a list—not under the Common Core or before the Common Core.

The selection of a curriculum to help student meet the Common Core Standards is a local decision. In a typical district, school administrators reviewed the Common Core Standards, examined many materials and assessed how these materials would help to match student outcomes to the standards. Then they very carefully selected materials to recommend to the Board of Education following a long process of examination and evaluation. Administrators presented the materials to the Board of Education. The Board approved the selections. Ideally, the materials support the curriculum, and the curriculum supports the standards. A curriculum isn't one specific book, or one specific topic that is taught. It is a compilation of materials put together to meet the set of expectations for achievement reflected in the standards.

Thoughtful people across our state, including key business leaders, recognize that it is important that school districts be able to assess their students' performance via the Common Core and its associated tests because they provide both a set of academic standards that are far more rigorous than our prior standards, and equally important, a set of benchmarks against which Wisconsin students' performance can be credibly and accurately compared with that of their peers nationwide.

These business leaders recognize that in today's global economic competition it is critical that, in their words, we keep our "state from going backwards in a way that would once again make Wisconsin an island in terms of nationwide relevance or the comparability of its academic standards and student performance to those in other states." They not only know how critical a well-educated workforce is to providing the fuel for our state's economy, they know how important the quality of our state's workforce—and our ability to quantify that quality to prospective businesses who may be interested in locating jobs in our state—is in allowing our state to compete nationally and internationally for new jobs and business.

For too long, our state's ability to assess its own student's performance and to measure it against that of students in other relevant states has been hampered by our reliance on standards and test results that cannot be accurately compared to other state's results.

The Common Core and the tests aligned to it solve this problem. With the Common Core and aligned tests in place Wisconsin will be able to instantly compare the progress of its students with those in at least 45 other states and the District of Columbia in a meaningful and accurate fashion. All of this will be lost if Senate Bill 619 passes and lawmakers substitute their own standards for the Common Core standards developed by educators.

It should be noted that the wide array of reforms Wisconsin's public schools are being subjected to by this very Legislature--from report card grading systems to rigorous teacher and principal evaluations to new state testing systems—are all integrated with and aligned to the Common Core academic standards.

Current law, reflected in 2013 Wisconsin Act 20 (the 2013-15 state budget act), funds the implementation and use of statewide assessments aligned to the Common Core Standards. Senate Bill 619 would require the state's assessments to be aligned with whatever academic standards are adopted under the process set forth in the bill. If a district wished to "stay the course" and continue utilizing the Common Core Standards to capitalize on the investment it has made and better prepare its college-bound students, who would eventually take the Common Core-aligned ACT or SAT tests, it would face an untenable situation: neither the goals it has set for students, nor what its teachers teach and what its students are expected to learn would be reflected by state assessments. Such a district's school report card grades would not be aligned with what the district teaches. Its teachers would not be evaluated on the expectations to which they teach because these would not be aligned to the state tests.

Scrapping the Common Core Standards will require the state to write its own state assessments—at a cost of millions of dollars, with no guarantee that they will be online or adaptable to individual students' needs or any more aligned with college and career-readiness that the current Common Core Standards. Further, we have no idea how long it would take to get these tests ready or beta test them before they are used for high-stakes consequences. In any event, scrapping the Common Core send the state (and local districts) back to square one with regard to replacing the WKCE exams, something we fervently hope to avoid.

If you wonder why school leaders are concerned, here is your answer. Scrapping the Common Core and its aligned assessments would force each district's teacher and principal evaluations and its school report cards to be based on standards that are not yet known and a test that hasn't even been developed yet, without any idea when these tests would be ready.

While school boards are not opposed to periodic reviews of state academic standards, we are deeply troubled that well into the implementation of both the Common Core Standards and a variety of associated reforms, the Legislature has set its focus on setting up a process that would allow it—the Legislature—to substitute its own judgment about what the state's academic standards should be, not just related to English language arts and math, but with respect to social studies and science and other subjects as well.

In place of the Common Core Standards this bill would put in place a highly-political process for creating academic standards that will subject the standards-setting process to all kinds of political squabbling, including over divisive issues such as climate change, evolution vs. creationism, etc. and create yet another disruption at a time when public schools are already attempting to adapt to all the reforms being imposed on them by the state (e.g., report card accountability, educator effectiveness, response to intervention, etc.).

Senate Bill 619 would create a new model academic standards board dominated by political appointees to develop and new model academic standards. The bill would then require the newly-created board to submit proposed model academic standards in English, reading, and language arts and in mathematics to the state superintendent within 12 months of the enactment of the bill.

If it weren't the intent of the bill to get rid of the Common Core Standards there would be no reason for such a provision. What other reason could there be?

While some will argue that Senate Bill 619 will not lead to the immediate replacement of Common Core, it will surely lead to the replacement of the Common Core within roughly 12 months, plus the few months it will take the DPI to review the board's recommendations, hold the required public hearings and the time it will take the Legislature to object to the State Superintendent's recommendations and then pass a bill overturning those recommendations and substituting its own version of academic standards.

By the very terms of the bill, SB 619 will allow politicians, not educators, to write academic standards.

How, you ask? The answer is in the process the bill sets up.

Under the bill, after the newly-created board has submitted its proposed model academic standards to the state superintendent, the state superintendent must, taking into consideration the academic standards submitted by the board, submit its own proposed model academic standards first to the legislative council staff for review and comment and then to the Joint Committee for Review of Administrative Rules (JCRAR), a legislative committee comprised of members from both houses.

The JCRAR must either approve the proposed model academic standards or object to the proposed standards. If JCRAR approves the model academic standards, the state superintendent must adopt the model academic standards. If JCRAR objects to the proposed model academic standards, JCRAR must prepare a bill that incorporates by reference the proposed model academic standards submitted by the board for introduction in both the senate and the assembly.

In short, the bill allows the JCRAR to substitute its judgment for that of the state superintendent. The state superintendent thus is placed in the position where he or she must either accept "whole cloth" the recommendations of the board created by this bill or risk the legislature totally rewriting the standards. That is because once a bill is introduced by the JCRAR in support of its objections, any legislator can propose amendments to the bill. Those amendments will allow for politicians to write academic standards, precisely what some proponents of the bill claim will not happen.

This is not just the WASB's opinion. It is shared by the non–partisan Legislative Council attorneys who reviewed the bill. They responded to an inquiry from a legislator with the following plain language analysis:

> "You have asked about the provision of the bill requiring the Joint Committee for the Review of Administrative Rules (JCRAR) to introduce a bill that incorporates by reference the model academic standards if JCRAR objects to the standards submitted to it by the State Superintendent. Specifically, you have asked whether the Legislature may amend this bill, if it is introduced. The Legislature would be able to amend such a bill. This conclusion was also reached by Department of Public Instruction (DPI) attorneys who reviewed the bill." (*February 27, 2014 Legislative Council Memo to Rep. Pope, "Process for Adoption of Model Academic Standards Under 2013 Senate Bill 619"*)

It is by amending this JCRAR bill that the Legislature will be able to write (or re-write) academic standards as it wishes.

Taxpayers have already spent millions of dollars to implement the Common Core Standards which no legislator denies the State Superintendent had the authority to adopt. While some have criticized the State Superintendent and the Department of Public Instruction (DPI) over the process of adopting the standards, arguing that it failed to adequately involve lawmakers or the taxpaying public, the WASB believes that a periodic review process for evaluating any standards adopted by the state, including public hearings throughout the state to ensure standards aren't placed on a "fast track" for adoption can be developed that does not include a legislative veto over such standards or an opportunity for lawmakers to rewrite the standards once they have been adopted.

Delegates to this year's 2014 WASB Delegate Assembly overwhelmingly adopted a resolution (Resolution 14-8) that states (in part), "*The WASB supports adoption and implementation of the Common Core State Standards at all grade levels in the content areas of English language arts, mathematics, and literacy (in all content areas), which are aimed at placing all Wisconsin students on track to graduate from high school ready for college or careers.*"

That resolution also respects the authority of local school boards to adopt their own additional, more rigorous standards as appropriate. It further states: "*The WASB further supports flexibility for school boards to select, approve and implement local district standards that reflect the local community's expectation that each student achieve his/her maximum potential. The local standards should meet or exceed Common Core State Standards, and should include grade levels and content areas not included in the Common Core State Standards.*"

School board members are looking for a productive, two-way-street state-local partnership. We all need to be working together with the common goal of doing what's best for our children today and our state tomorrow.

I believe I speak for school board members, and I believe the entire education community, when I say: Please, stop with the distractions such as this hastily crafted idea to 'improve' the Common Core. Legislative obstacles and uncertainty are detrimental to our mission.

Instead, let's work together to on productive goals such as bringing high speed Internet connections to all our schools and communities – this is the type of help people in Wisconsin need, including and especially our students and schools. The bill you have before you causes everyone to take their eye off the prize – and that's a world-class education system with high expectations and measurable outcomes for students and educators. This divisiveness is counterproductive.

Please, we urge you to reject Senate Bill 619.

To: The Senate Committee on Education

From: Terry Kaldhusdal
6th Grade Social Studies Teacher, Kettle Moraine School District
Wisconsin State Teacher of the Year, 2007;
Kohl Fellow Award, 2006;
Wisconsin History Teacher of the Year, 2011
Lowell Milken Fellowship Award, 2014

Re: Vote No on SB 619 and Keep the Common Core State Standards Intact

Today my students are using the Common Core State Standards in social studies to discover that the roots of our republic go back to ancient Greece. My district decided the curriculum I'm expected to teach, but I decided the text and the tools my students use. I decided the question that they are investigating. "Citizenship in Athens and Rome: which was the better system?" It's a simple question, but the standards my students must hit are not. They must cite specific textual evidence to support their analysis of primary and secondary sources. And they are distinguishing among fact, opinion, and reasoned judgment in their sources. These are all Common Core State Standards. These standards are far and away more demanding than what my students were expected to do in the past.

Before the Common Core students were *told* history, and they came away with very little. In fact, in 1917, 77 percent of high school students failed a simple history test based on obvious fact of American history.

After the results of a history exam were published in 1942, the *New York Times* reported high school students "are all too ignorant of American history."

The year of our bicentennial, the *Times* ran a banner headline that read, "Test Shows Knowledge of American History Limited." And then in 1987 the National Assessment of Educational Progress reported that student test scores place them "at risk of being gravely handicapped by… ignorance upon entry into adulthood, citizenship, and parenthood."

All of that has changed, because of the Common Core State Standards. Now my students do history. For example, while studying ancient civilizations they read multiple sources on Genghis Khan and then compare primary and secondary sources. They read complex text which gave evidence that Khan was a ruthless tyrant while other sources said he was an inspirational leader. While learning about Howard Carter they've discovered that some consider him a thief who robbed King Tut's tomb of its riches, but others consider Carter a hero who opened our awareness to the rich Egyptian past.

It's through this process of critical thinking that I'm finding the content is sticking with my students. But I'm not trying to teach my students to become historians. I'm trying to teach them to be problem solvers and critical thinkers. That's why the Common Core State Standards matter.

This shift from simply memorizing content to problem solving and critical thinking will give my students a chance to compete on the global stage. What's true for history is true for mathematics, science, reading, and writing. Common Core raises the bar across the curriculum.

In 2007 The New Commission on the Skills of the American Workforce, which included some of the largest corporations in America, published the following:

> *"If we continue on our current course, and the number of nations outpacing us in the education race continues to grow at its current rate, the American standard of living will steadily fall relative to those nations, rich and poor, that are doing a better job. The core problem is that our education and training systems were built for another era, an era in which most workers needed only a rudimentary education. It is not possible to*

get where we have to go by patching that system. We can get where we must go only by changing the system itself."

The Common Core State Standards is that change, and changing a culture is never easy, but it's critical for my students to compete. Since that report was published, Wisconsin's ranking when compared with those around the industrialized world has worsened.

What's missing in this "state's rights" debate is the fact that the United States of America, once the world's leader in public education, now ranks 36th, according to the most recent PISA results, which measures math, reading, and science. We are far below countries like Belgium, Vietnam, and South Korea. Our soldiers, including my father, once fought on the soil of these countries, but now these countries are showing us how to compete in this new world economy. Their future is bright. Our future is up for debate, but it doesn't need to be.

The state senate is considering lowering the bar for my students, and making them prey to the political winds of the day. For my students to find a cure for cancer, to find a solution to our energy crisis, to succeed at jobs that don't even exist, we need the rigorous Common Core State Standards.

I ask that our Wisconsin leaders help me help my students by keeping the Common Core State Standards intact, and vote against Senate Bill 619.

Wisconsin Rural Schools Alliance

Strong Schools, Strong Communities

TESTIMONY TO THE SENATE EDUCATION COMMITTEE ON SB619

Senator Olsen and Members of the Senate Education Committee:

Thank you for the opportunity to speak to you today about the impact of SB619 on rural school districts. I am Jerry Fiene, Executive Director of the Wisconsin Rural Schools Alliance which represents administrators, board of education members, teachers, and community leaders from throughout the state. Our member school districts educate over 100,000 students.

More than 60% of the school districts in the state are rural and most of them have less than 1,000 students. These schools are the lifeblood of their rural communities, serving as the economic driver, social hub and cultural center for the area. Rural administrators, teachers and staff work hard each day to serve every individual child who comes through their doors. They embrace innovation, higher standard and greater accountability. However, it takes adequate resources to accomplish the task and the financial challenges of rural districts driven by declining enrollments, increasing poverty, sparsity and high transportation costs has been well documented over the past several years.

Allow me to share another characteristic of rural schools. They do not have a full time director of instruction or curriculum coordinator. Possibly, the superintendent is given that responsibility along with serving as the business manager, human resources director, transportation coordinator and elementary principal. Maybe it is given to the high school principal in addition to the roles of assessment coordinator, pupil services director, Title I director and athletic director. Perhaps a master teacher is given one period a day for the responsibility. So, when the Common Core Standards were adopted more than three years ago, the work of understanding the standards, benchmarking existing curriculum, developing new curriculum, obtaining instructional materials, and examining instructional strategies to ensure that students in every grade level could meet these new and significantly better standards fell on the backs of classroom teachers (the one or maybe two teachers at each grade level, the one or maybe two high school math teachers who were each teaching five or six different courses each day). This hard work by the entire staff resulted in recommendations forwarded to the locally elected school boards. This took training, this took release time, this took summer time and this took tremendous commitment. Now we are about to say "Let's start over." **Where is the logic in this legislation?**

This work has not been done without significant cost. It has been necessary for rural school districts to provide additional training and release time or additional compensation for work outside the school day or school year for the vast majority of its staff in order to get the work done. The curriculum and material upgrades have been substantial. School districts are still working on technology upgrades. Resources are very lean in rural school districts resulting in a deluge of referenda to exceed the revenue limit in order to maintain existing programs. There have been over 900 such referenda held and 80% of them have been in rural school districts. Rural taxpayers are digging deeper into their pockets in order to maintain basic and essential programs. Millions of dollars have been spent collectively to implement the Common Core Standards and now we are saying "Let's start over." **Where is the logic in this legislation?**

The Common Core Standards are significantly more rigorous than our previous standards. Developed by education experts, these standards are internationally benchmarked and aligned to college, work and career expectations that are critical if our rural students are to succeed in a global society. I have yet to have anyone point to a specific one of these standards and explain why it is not a valid standard. Now we are saying "Let's start the standard's setting process over and let's subject that process to partisan politics." **Where is the logic in this legislation?**

On behalf of rural school districts, administrators, teachers and taxpayers throughout the state, I urge you to reconsider this course of action. Allow us to move forward and systematically evaluate the results over time to form the basis for revisions where revisions are warranted.

Thank you very much for your time.

Jerry Fiene
Executive Director
Wisconsin Rural Schools Alliance
(715)499-4689
jerryfiene@wirsa.org

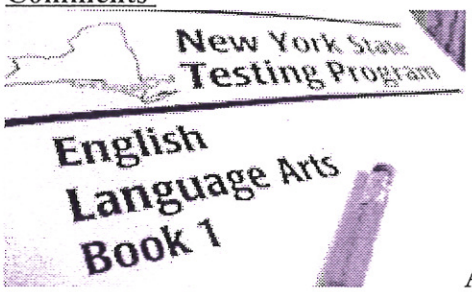
The Answer Sheet

N.Y. school principals write letter of concern about Common Core tests

- By Valerie Strauss

- More

12
Comments



A group of eight prominent school principals from around New York State have drafted a letter to parents expressing their deep concerns about the validity of new Common Core-aligned standardized tests that state education officials are giving to students in grades three through eight — and in just a few weeks more than 530 other principals and nearly 3,000 parents and teachers have signed in support.

Sharon Fougner, principal of the E. M. Baker Elementary school in Great Neck, New York, led the effort, and was joined in drafting the letter in late October by other school leaders, including Liz Phillips, who heads a high-achieving elementary school in Brooklyn (and who is the daughter of New York State Regent Harry Phillips); Carol Burris, named New York's 2013 High School Principal of the Year by the School Administrators Association of New York and the National Association of Secondary School Principals; and Sean Feeney, principal of The Wheatley School on Long Island and president of the Nassau County High School Principals Association.

New tests said to be aligned to the Common Core State Standards and designed by Pearson were given to New York's students for the first time this past spring even as teachers were still absorbing the new standards and learning how to teach to the Core. State education officials warned parents that the standards and tests were more difficult than students were accustomed to, and they even predicted that overall test scores would drop 30 percent. When the scores were released in August, it turned out that the scores plummeted exactly 30 percent (raising questions about how the officials knew the exact percentage drop).

The principals' letter on the new exams lists a number of problems with the exams and said many children reacted "viscerally" to the tests:

> We know that many children cried during or after testing, and others vomited or lost control of their bowels or bladders. Others simply gave up. One teacher reported that a student kept banging his head on the desk, and wrote, "This is too hard," and "I can't do this," throughout his test booklet.

It urges parents to help children who scored poorly understand that it isn't their fault.

The letter is similar to an earlier open letter of concern written by New York principals regarding the evaluation of teachers by student test scores; it has been signed by more than 1,535 New York principals and more than 6,500 teachers, parents, professors, administrators and citizens. (You can read the letter here.)

Here's the text of the letter, which is online here:

Dear Parents,

We are the principals of your children's schools. We serve communities in every corner of New York State — from Niagara County to Clinton, Chautauqua to Suffolk. We come from every size and type of school, with students from every background. We thank you for sharing your children with us and for entrusting us to ensure that they acquire the skills and knowledge they need to achieve their dreams and your hopes for them.

This year, many of your children experienced the first administration of the newly revised New York State Assessments. You may have heard that teachers, administrators, and parents are questioning the validity of these tests. As dedicated administrators, we have carefully observed the testing process and have learned a great deal about these tests and their impact. We care deeply about your children and their learning and want to share with you what we know — and what we do not know — about these new state assessments.

Here's what we know:1) **NYS Testing Has Increased Dramatically:** We know that our students are spending more time taking State tests than ever before. Since 2010, the amount of time spent on average taking the 3-8 ELA and Math tests has increased by a whopping 128%! The increase has been particularly hard on our younger students, with third graders seeing an increase of 163%!2) **The Tests were Too Long:** We know that many students were unable to complete the tests in the allotted time. Not only were the tests lengthy and challenging, but embedded field test questions extended the length of the tests and caused mental exhaustion, often before students reached the questions that counted toward their scores. For our Special Education students who receive additional time, these tests have become more a measure of endurance than anything else.

3) **Ambiguous Questions Appeared throughout the Exams:** We know that many teachers and principals could not agree on the correct answers to ambiguous questions in both ELA and Math. In some schools, identical passages and questions appeared on more than one test and at more than one grade level. One school reported that on one day of the ELA Assessment, the same passage with identical questions was included in the third, fourth AND fifth grade ELA Assessments.

4) **Children Have Reacted Viscerally to the Tests:** We know that many children cried during or after testing, and others vomited or lost control of their bowels or bladders. Others simply gave up. One teacher reported that a student kept banging his head on the desk, and wrote, "This is too hard," and "I can't do this," throughout his test booklet.

5) **The Low Passing Rate was Predicted:** We know that in his "Implementation of the Common Core Learning Standards" memo of March 2013, Deputy Commissioner Slentz

stated that proficiency scores (i.e., passing rate) on the new assessments would range between 30%-37% statewide. When scores were released in August 2013, the statewide proficiency rate was announced as 31%.

6) **The College Readiness Benchmark is Irresponsibly Inflated:** We know that the New York State Education Department used SAT scores of 560 in Reading, 540 in Writing and 530 in mathematics, as the college readiness benchmarks to help set the "passing" cut scores on the 3-8 New York State exams. These NYSED scores, totaling 1630, are far higher than the College Board's own college readiness benchmark score of 1550. By doing this, NYSED has carelessly inflated the "college readiness" proficiency cut scores for students as young as nine years of age.

7) **State Measures are Contradictory:** We know that many children are receiving scores that are not commensurate with the abilities they demonstrate on other measures, particularly the New York State Integrated Algebra Regents examination. Across New York, many accelerated eighth-graders scored below proficiency on the eighth grade test only to go on and excel on the Regents examination one month later. One district reports that 58% of the students who scored below proficiency on the NYS Math 8 examination earned a mastery score on the Integrated Algebra Regents.

8) **Students Labeled as Failures are Forced Out of Classes:** We know that many students who never needed Academic Intervention Services (AIS) in the past, are now receiving mandated AIS as a result of the failing scores. As a result, these students are forced to forgo enrichment classes. For example, in one district, some middle school students had to give up instrumental music, computer or other special classes in order to fit AIS into their schedules.

9) **The Achievement Gap is Widening:** We know that the tests have caused the achievement gap to widen as the scores of economically disadvantaged students plummeted, and that parents are reporting that low-scoring children feel like failures.

10) **The Tests are Putting Financial Strains on Schools:** We know that many schools are spending precious dollars on test prep materials, and that instructional time formerly dedicated to field trips, special projects, the arts and enrichment, has been reallocated to test prep, testing, and AIS services.

11) **The Tests are Threatening Other State Initiatives:** Without a doubt, the emphasis on testing is threatening other important State initiatives, most notably the implementation of the Common Core State Standards (CCSS). Parents who see the impact of the testing on their children are blaming the CCSS, rather than the unwise decision to implement high stakes testing before proper capacity had been developed. As long as these tests remain, it will be nearly impossible to have honest conversations about the impact of the CCSS on our schools.

Here's what we do not know:

1) **How these Tests will Help our Students:** With the exception of select questions released by the state, we do not have access to the test questions. Without access to the questions, it is nearly impossible to use the tests to help improve student learning.

2) **How to Use these Tests to Improve Student Skills or Understanding:** Tests should serve as a tool for assessing student skills and understanding. Since we are not informed of the make-up of the tests, we do not know, with any level of specificity, the content or skills for which children require additional support. We do not even know how many points were allotted for each question.

3) **The Underlying Cause of Low Test Scores:** We do not know if children's low test scores are actually due to lack of skills in that area or simply a case of not finishing the test — a problem that plagued many students.

4) **What to Expect Next Year:** We do not know what to expect for next year. Our students are overwhelmed by rapidly changing standards, curriculum and assessments. It is nearly impossible to serve and protect the students in our care when expectations are in constant flux and put in place rapidly in a manner that is not reflective of sound educational practice.

5) **How Much this is Costing Already-Strained Taxpayers:** We don't know how much public money is being paid to vendors and corporations that the NYSED contracts to design assessments, nor do we know if the actual designers are educationally qualified.

Please know that we, your school principals, care about your children and will continue to do everything in our power to fill their school days with learning that is creative, engaging, challenging, rewarding and joyous. We encourage you to dialogue with your child's teachers so that you have real knowledge of his skills and abilities across all areas. If your child scored poorly on the test, please make sure that he does not internalize feelings of failure. We believe that the failure was not on the part of our children, but rather with the officials of the New York State Education Department. These are the individuals who chose to recklessly implement numerous major initiatives without proper dialogue, public engagement or capacity building. They are the individuals who have failed.

As principals of New York schools, it is always our goal to move forward in a constant state of improvement. Under current conditions, we fear that the hasty implementation of unpiloted assessments will continue to cause more harm than good. Please work with us to preserve a healthy learning environment for our children and to protect all of the unique varieties of intelligence that are not reducible to scores on standardized tests. Your child is so much more than a test score, and we know it.

Warmly,

Sharon FougnerPrincipal, E.M. Baker Elementary	Carol Burris, Ed.D.Principal, South Side High School	Peter DeWitt, Ed.D.Principal, Poestenkill Elementary	Tim FarleyPrincipal, Ichabod Crane Middle School
Sean C. Feeney, Ph.D.Principal, The Wheatley School	Andrew GreenePrincipal, Candlewood Middle School	Elizabeth PhillipsPrincipal, P.S. 321	Katie Zahedi, Ph.D.Principal, Linden Avenue Middle School

(Correction: Earlier version mistakenly said in one place that superintendents wrote the letter when it is obviously principals.)

Early Life Child Psychology & Education Center, Inc.

Dr. Gary T. Thompson

Director of Clinical Training & Community Advocacy

Edward D. Flint, Esq.

Special Education Attorney at Law

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Adaptive Testing & Utah Common Core

Introduction

The intricacies surrounding the psychometric qualities involved in adaptive testing, specifically the adaptive tests currently being designed by AIR (American Institutes for Research) via grants from the Federal Government and a $32,000,000 contract from Utah, are complex indeed. This is a layman's memo regarding minor, but important elements of CAT (Computerized Adaptive Testing) that I feel the community should have a basic understanding of, as well as specific populations of school aged children who may be adversely affected by the implementation of Common Core if significant "adjustments" are not made prior to implementation.

Basics of CAT (Computer Adaptive Testing)

Simply put, all CAT is nothing but the following: The measurement of predetermined variables that result in a data set that can be interpreted. That basic definition applies to any academic, cognitive, or psychological test. More simply put, CAT measures "something." In terms of our involvement as parents, all we wish to know is what exactly are the tests being designed by AIR going to measure. USOE states, in simplicity, that the AIR CAT tests are only going to measure academic related subjects, thus providing educators with data which shows the current progress of a individual student in those subjects.

I love adaptive testing. While in graduate school, the study of the future implementations of

adaptive testing in the fields of education and psychology were in its infancy in terms of having a finished "product" ready for dissemination for public and private agencies. Professors estimated that within 5 years, that time would come. It is now 5 years later, and yes indeed, the future of adaptive testing has arrived. For certain populations of school aged children, this is indeed a great time in history, whereas these tests will assist them in their academic quests.

Capabilities of Adaptive Testing:

In a nutshell, as preached by representatives of USOE, adaptive testing is a remarkable tool designed to meet the academic measurement needs of a certain subset of Utah's public schools students. It is fast, and they are for the most part, highly statistically accurate. With the exceptions of a student population that will be discussed later, I have little issues as local clinical community scientist with the push for implementing the latest and greatest technologies to assist with the accurate measurement of student progress in academics. Mead and Drasgarb (1993) stated, "research on cognitive ability tests shows that adaptive tests, and paper-and-pencil tests lead to equivalent scores. I believe the pilot testing results from AIR will show similar statistical accuracies regarding academic related tests with certain populations of school aged children.

However, along with the advancements of CAT in education, the psychology side of CAT has advanced even quicker along the lines of measuring psychological traits of people. Hol (2008), stated, "In conclusion, this study indicates that there is potential for the development of adaptive test for personality assessment." Having a doctorate in clinical psychology with an emphasis in Forensics, this area of adaptive testing has always intrigued me, yet at the same time has brought a certain level of professional trepidation. Test results of properly administered valid tests of any kind can assist people greatly. Psychological test results in the hands of lay education officials will most likely result in errors, confusion, and possibly tragedy.

Conspiracy Theory or Valid Concern?

I'm not a psychometrician by any means. I was taught by several of them in graduate school, some of them who had prior experiences working for researchers along the likes of AIR. While learning the basis of this art in graduate school, we were often treated to stories of developments and research from within this rarified air of psychometric laboratories. We also learned the basics of test design. Suffice to say, I have zero doubt that the group of psychometricians and researchers both at my graduate school, and AIR have the potential and training to devise a test that measures any variables that they wish to measure. Nevertheless, I also have zero doubt that these same skilled researchers are capable of designing "test within tests."

Anyone who states that AIR does not have the capacity to input selected variables that measure "behavioral characteristics", along with variables that measure language arts, science or math is sorely misguided. It would be relatively "easy" to design a language adaptive test that has behavioral characteristics embedded into the design of the test. Formulas could be designed to produce two sets of results (language and behavior), and then forward the language test results to its intended target (Utah Schools), and the behavioral results to another intended target (Federal Government, Private Agencies). I will put my reputation within the community on the line by stating that the psychometric capacities of doctoral level psychometricians can devise these "dual" test designs.

When you add into this equation that AIR stated mission is to "to conduct and apply the best behavioral and social science research and evaluation towards improving peoples' lives, with a special emphasis on the disadvantaged," any reasonable minded person, as well as a State Superintendent of Public Schools, should at least reasonably conclude that this billion dollar research corporation (AIR) with some of the brightest minds on the planet can design tests any way that they please, unless per contractual agreement and other applied constraints, they are expressly forbidden to do so.

Utah's parents have been told in multiple town hall meeting by USOE that they will never be able to have access to testing questions devised by AIR in order to ensure "test integrity." Although I am impressed with USOE and various politicians who stated that 15 parents and a few politicians will be allowed to view the tests being designed by AIR, I question their qualifications to perform anything more than a cursory review of the questions being designed. Speaker of the House Becky Lockhart may be able to balance a complex state budget, but I doubt that she has the necessary background in psychometrics to perform a critical analysis of the issues that need to be examined.

The average person that Ms. Lockhart and other education officials that have the honor of selecting the lucky 15 parents more than likely will not have the expertise to perform a critical analysis of the adaptive test designs being constructed by AIR on behalf of Utah's students. In fact, I would have to ethically decline such an invitation, since despite my doctorate in clinical psychology, I am not qualified to examine complex psychometrics that will be in place with the adaptive testing. 99.7% of you reading this letter in the State of Utah are not qualified either.

So the question remains of, "who is watching the Hen House?" This very basic question was not answerable during my meeting with the office of the Superintendent.

All of this leads to a very reasonable conclusion in this area of discussion. Someone, independent of AIR, MUST have access to every single item on the tests being designed in order to insure and that absolutely ZERO behavioral indicators are being measured on tests that parents in Utah believe are only measuring "reading, writing and arithmetic". Undue paranoia? Nope, just plain old American accountability to the parents of Utah's children who not only deserve this, but have paid $32,000,000.00 of their tax dollars to have AIR design the test. More importantly, the population of children discussed below, based upon current peer reviewed research, may be seriously adversely affected for the remainder of their academic careers if time is not taken to insure the viability of adaptive testing on their respective groups.

Children With Disabilities & Other Culture Related Issues:

AIR has provided absolutely zero evidence that the specific adaptive testing measures being utilized will be valid for the following populations whom, statistically and historically, have not performed well on standardized, or adaptive assessments:

Children with ADHD
African American Children
Latino Children

Asperger's Children
Autistic Children
Children with Specific Learning Disorders
Gifted Children who possess any of the above characteristics (Commonly known as"2 L's, or "Duel Exceptional Children)

This list is not exclusive. Nevertheless, the numbers of children in our state who can be categorized on the above list is staggeringly high. Just recently, it was reported by researchers at the University of Utah that Utah has one of the highest numbers of children with Autism in the entire country. That is 1 in every 5 children. Do the math.

Suffice to say, this is common knowledge in the fields of psychological testing and assessment, and such core basic understanding of this is taught in every accredited graduate school in the country. Implying, as was done in the USOE Alpine Town Hall Meeting, that any disability group in the country has approved a test (that has not yet to be designed) for the valid use with these populations, is disingenuous at the very least, or a flat out, deliberate misrepresentation to the parents of Utah (and the rest of the country) at worst.

Parents of these children need to see and review validity data PRIOR to subjecting their children to testing environments that may exasperate existing psychological conditions. In the case of Latino and African American students, subjecting them to tests that have been properly validated for that culture may not only subject them to increased frustrations and decreased self esteem, but may ultimately not be the best type of tool to utilize to measure academic achievement. Below is a brief snippet from my doctoral project/dissertation regarding African American School Aged Children:

"Do to time and emphasis spent on controlling alleged behavioral problems amongst African American children, many students of color are simply not taught the knowledge and skills necessary to ensure academic success (Webb-Johnson, 2002). Award winning African American researcher, Patton (2001) refers to such phenomenon as "ABT" (Ain't Been Taught). This skill deficit is present because teachers not possess the cultural skill sets necessary to implement proper motivational practices, while simultaneously demanding high academic and behavioral standards (Webb-Johnson, 2002)."

More.....

"It has been documented that many African American students challenge the white middle class status quo of classroom decorum in a effort to express their unique cultural individuality to avoid tedious academic presentation (Webb-Johnson, 2002). This is often expressed through game playing, and alleged deviant behaviors (Webb-Johnson, 2002). Development of culturally sound contextual or assessment model that does not view these problems as residing in the child is essential because teacher's perceptions on students have long lasting effects on school achievement (Meisels, Steele, & Quinn-Leering, 1993). "

Finally.....

"It has been shown that generally, Caucasian students are more object oriented and have

developed a learning style that centers on performing task oriented work independently with individual achievement and competition as a conceptual framework (Hosp, 2001). "

Other assessment conceptual frameworks can be found in my (and other peer reviewed research across the spectrum) doctoral project that applies to Caucasion, ADHD, gifted, learning disordered, Autistic children, Latino and Duel Exceptional children of all races, that need to be considered when devising high stakes testing instruments.

None of this has been considered or articulated to the parents in Utah in writing or via the USOE Town Hall meetings that I have attended in person.

In other words, the voices of approximately 200,000 children in the State of Utah have not been heard. Dr. Menlove, you as well as the elected members of the Utah State Board of Education, are the voice of these children, not the U.S. Department of Education, AIR, Utah politicians, or Bill & Melinda Gates. You have an ethical, moral and professional obligation to examine the possible academic, emotional and psychological affects of a radical change in the way public school knowledge is taught and disseminated to these vulnerable, and oft misunderstood populations of local Utah children.

Conclusion:

Dr. Martell Menlove, State Superintendent of Schools, asked me what it would take to get my daughter Zoey enrolled in a Utah Public School Kindergarten. Here is what it will take, in terms of the assessment/testing aspects associated with Common Core:

A truly independent review by three independent, Board Certified, joint Ph.D. level psychometricians and licensed clinical psychologist, of all of the test items developed by AIR to ensure that there are no line item variables that could be reasonable utilized to measure "behavioral characteristics" as such may be defined by the American Psychological Association, or Journals published by this group. (This list is pretty long).

A "opt out option" for children with disabilities until data of validity and efficacy is published and disseminated to the public, which ensures fair and accurate measurement of academic achievement.

An joint endorsement from the clinical AND educational psychology department heads of the University of Utah, Utah State University, Brigham Young University, Westminster College, and the clinical director of a private independent, APA approved school of psychology (Stanford's School of Medicines Psychology program is an example (http://psychiatry.stanford.edu/education/pgsp.html) to the community of parents of African American, Latino, Autistic Spectrum, Learning Disabled parents signifying that the adaptive testing designed by AIR is "fair and equitable" when it comes to the measurements of academic achievement of these populations, and in the alternative, what other measures could be utilized to measure the cognitive and academic performance of these populations.

Reasonable assurances and documented proof provided to the community that ALL data that will stored in the Utah UREx database will not include "behavioral indicators" that could be

distributed to either AIR, or the U.S. Department of Education without INFORMED PARENTAL CONSENT OR WARNING. (in plain speak please).

A repeal recently passed bill H.B. 150, which, on line 59, specifically authorizes the State of Utah to gather "behavioral data" of Utah's school, aged, public school children.

Request assistance from the Office of the Attorney General to provide your office with plain speak guidance in regards to the complex, and intertwining Federal and State laws, regulations and Codes associated with FERPA, HIPPA laws of privacy. Particularly, an opinion of the U.S. Department of Educations recent "adjustments" to FERPA laws that, for all intents and purposes, allows medical and psychological information being collected by public schools to be classified as "educational records" that can possibly be sold to the highest bidder or research company.

If ALL of these items are performed for not only my daughter Zoey, but on behalf of all children in the State of Utah, I will strongly consider not only enrolling her in a public school under your watch, I will recommend other parents in our community to consider this option also. In the meantime, my child will not be enrolling in a public school in the State of Utah until these issues, at a minimum, are examined in the open, and your finding are disseminated publicly.

"Faith" is not a word commonly utilized by a doctoral local clinical community scientist trained advocate in professional settings. Nevertheless, the buck stops with the Office of the State Superintendent of Schools. I do have "faith" that the office will represent the needs of our children independent of the wishes, desires and intents of the U.S. Department of Education, multiple private political and private special interest groups, and divided law makers both in the local and Federal realms.

Best Regards;

Dr. Gary T. Thompson

Director of Clinical Training & Community Advocacy Services

Early Life Child Psychology & Education Center, Inc.

"Mary Calamia
Statement for New York State Assembly Education Forum
October 7, 2013 at 10:14pm
Statement for New York State Assembly Education Forum
Brentwood, New York
October 10, 2013

I am a licensed clinical social worker in New York State and have been providing psychotherapy services since 1995. I work with parents, teachers, and students from all socioeconomic backgrounds representing more than 20 different school districts in Suffolk County. Almost half of my caseload consists of teachers.

In the summer of 2012, my elementary school teachers began to report increased anxiety over having to learn two entirely new curricula for Math and ELA. I soon learned that school districts across the board were completely dismantling the current curricula and replacing them with something more scripted, emphasizing "one size fits all" and taking any imagination and innovation out of the hands of the teachers.

In the fall of 2012, I started to receive an inordinate number of student referrals from several different school districts. I was being referred a large number of honors students—mostly 8th graders.The kids were self-mutilating—cutting themselves with sharp objects and burning themselves with cigarettes. My phone never stopped ringing.

What was prompting this increase in self-mutilating behavior? Why now?

The answer I received from every single teenager was the same. "I can't handle the pressure. It's too much work."

I also started to receive more calls referring elementary school students who were refusing to go to school. They said they felt "stupid" and school was "too hard." They were throwing tantrums, begging to stay home, and upset even to the point of vomiting.

I was also hearing from parents about kids bringing home homework that the parents didn't understand and they couldn't help their children to complete. I was alarmed to hear that in some cases there were no textbooks for the parents to peruse and they had no idea what their children were learning.

My teachers were reporting a startling level of anxiety and depression. For the first time, I heard the term "Common Core" and I became awakened to a new set of standards that all schools were to adhere to—standards that we now say "set the bar so high, anyone can walk right under them."

Everyone was talking about "The Tests." As the school year progressed and "The Tests" loomed, my patients began to report increased self-mutilating behaviors, insomnia, panic attacks, loss of appetite, depressed mood, and in one case, suicidal thoughts that resulted in a 2-week hospital stay for an adolescent.

I do not know of any formal studies that connect these symptoms directly to the Common Core, but I do not think we need to sacrifice an entire generation of children just so we can find a correlation.

The Common Core and high stakes testing create a hostile working environment for teachers, thus becoming a hostile learning environment for students. The level of anxiety I am seeing in teachers can only trickle down to the students. Everyone I see is describing a palpable level of tension in the schools.

The Common Core standards do not account for societal problems. When I first learned about APPR and high stakes testing, my first thought was, "Who is going to rate the parents?"

I see children and teenagers who are exhausted, running from activity to activity, living on fast food, then texting, using social media, and playing games well into the wee hours of the morning on school nights.

We also have children taking cell phones right into the classrooms, "tweeting" and texting each other

throughout the day. We have parents—yes PARENTS—who are sending their children text messages during school hours.

Let's add in the bullying and cyberbullying that torments and preoccupies millions of school children even to the point of suicide. Add to that an interminable drug problem.

These are only some of the variables affecting student performance that are outside of the teachers' control. Yet the SED holds them accountable, substituting innovation and individualism with cookie-cutter standards, believing this will fix our schools.

We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not fully functional until early adulthood. The prefrontal cortex is responsible for critical thinking, rational decision-making, and abstract thinking—all things the Common Core demands prematurely.

We teach children to succeed then give them pre-assessments on material they have never seen and tell them it's okay to fail. Children are not equipped to resolve the mixed message this presents.

Last spring, a 6-year-old who encountered a multiplication sign on the NWEA first grade math exam asked the teacher what it was. The teacher was not allowed to help him and told him to just do his best to answer.From that point on, the student's test performance went downhill. Not only couldn't the student shake off the unfamiliar symbol, he also couldn't believe his teacher wouldn't help him.

Common Core requires children to read informational texts that are owned by a handful of corporations. Lacking any filter to distinguish good information from bad, children will readily absorb whatever text is put in front of them as gospel. So, for example, when we give children a textbook that explains the second amendment in these terms: "The people have a right to keep and bear arms in a state militia," they will look no further for clarification.

We are asking children to write critically, using emotionally charged language to "persuade" rather than inform. Lacking a functional prefrontal cortex, a child will tap into their limbic system, a set of primitive brain structures involved in basic human emotions, fear and anger being foremost. So when we are asking young children to use emotionally charged language, we are actually asking them to fuel their persuasiveness with fear and anger. They are not capable of the judgment required to temper this with reason and logic.

So we have abandoned innovative teaching and instead "teach to the tests," the dreaded exams that had students, parents and teachers in a complete anxiety state last spring. These tests do not measure learning—what they really measure is endurance and resilience. Only a child who can sit and focus for 90 minutes can succeed. The child who can bounce back after one grueling day of testing and do it all over again the next day has an even better chance.

A recent Cornell University study revealed that students who were overly stressed while preparing for high stakes exams performed worse than students who experienced less stress during the test preparation period. Their prefrontal cortexes—the same parts of the brain that we are prematurely trying to engage in our youngsters—were under-performing.

We are dealing with real people's lives here. Allow me introduce you to some of them:

…an entire third grade class that spent the rest of the day sobbing after just one testing session,

…a 2nd grader who witnessed this and is now refusing to attend the 3rd grade—this 7-year-old is now being evaluated for psychotropic medication just to go to school,

…two 8-year-olds who opted out of the ELA exam and were publicly denied cookies when the teacher gave them to the rest of her third grade class,

…the teacher who, under duress, felt compelled to do such a thing,

…a sixth grader who once aspired to be a writer but now hates it because they "do it all day long—even in math,"

…a mother who has to leave work because her child is hysterical over his math homework and his CPA grandfather doesn't even understand it,

…and countless other children who dread going to school, feel "stupid" and "like failures," and are now completely turned off to education.

I will conclude by adding this thought. Our country became a superpower on the backs of men and women who studied in one-room schoolhouses.I do not think it takes a great deal of technology or corporate and government involvement for kids to succeed. We need to rethink the Common Core and the associated high stakes testing and get back to the business of educating our children in a safe, healthy, and productive manner".

SCHOOL DISTRICT OF
BROWN DEER

INSPIRE · INNOVATE · LEAD

Dr. Deb Kerr, District Administrator
8200 N. 60th St. • Brown Deer, WI 53223
414-371-6750 • fax 414-371-6751
browndeerschools.com

Mission

Together with our families and community, we will inspire students to be passionate learners, creative thinkers and innovative leaders who enrich our world.

Vision

Aspiring to become a world-class school district.

Values and Beliefs

All students deserve a quality education.

•

All students deserve a safe learning environment based on mutual respect.

•

Our students will experience a dynamic, challenging, and technology-infused curriculum, enhanced with the arts and extra-curricular activities.

•

Collaboration among staff, students, parents and community will result in measurable student success.

•

Brown Deer is a community that embraces cultural diversity and values inclusion.

March 5, 2014

Dear Legislator,

The Brown Deer School Board would like to express, once again, our support for Wisconsin's implementation of the Common Core State Standards (CCSS). We welcome consistent standards at a time when student mobility is seemingly at an all-time high. As students move between districts around the region, state, and country, clear grade-level expectations benefit both the student and district. The higher level of rigor in the CCSS sets the foundation for improved student outcomes, most notably in college and career readiness, and in relation to other states and nations.

After three years of extensive financial resources and time, our district formally implemented the math and reading CCSS in this school year. During the entire process, we examined the CCSS in open committee and board meetings with all stakeholders present, including parents, teachers, and students. In our community, the feedback the board has received from parents and other community members relating to the CCSS has been positive.

We are very concerned about the bills and amendments regarding the CCSS currently in the Assembly and Senate which would prohibit further implementation while new standards are developed. We recognize that some feel the CCSS represents a minimum level of standards, or floor, and Wisconsin should aspire to do better. Going forward we have no objection to additional increased age-appropriate rigor and/or additional standards that reflect Wisconsin's unique culture and history. However, we feel that simply abandoning the Common Core would be a step backwards. There has already been a significant financial commitment on the part of our district towards this implementation, and we assume the legislature would not want those monies wasted. Once new standards were developed we would be challenged to allocate new resources and repeat the time-consuming process of professional development around the standards for our teachers. More importantly, as we wait for new standards to be created, our children will be losing valuable time that cannot be replaced.

We hope that you will carefully consider our support for leaving the CCSS intact and our concerns regarding the direction of these bills. We are open to any further discussions with you or members of your staff.

Sincerely,

Gary Williams
President

Lisa Zielinski
Vice-President

Kevin Klimek
Clerk

Michael Bembenek
Treasurer

Dennis Griffin
Member

Leslie Galloway Sherard
Member

Michelle Schofield
Member

Together with our families and community, we will inspire students to be passionate learners, creative thinkers and innovative leaders who enrich our world.

March 5, 2014

Dear Senate Education Committee:

Tomorrow the Senate Education Committee will receive testimony regarding SB619 relating to creating a Model Academic Standards Board. I am writing to request that you oppose this legislation. If this legislation is passed, it will remove local control from Wisconsin school boards and politicize the process of identifying what our students need to be college and career ready. It will also jeopardize the state assessment program and use of achievement data for the state mandated Educator Effectiveness models.

Legislation of a Model Academic Standards Board will have several negative implications for students and schools in Wisconsin.

1. Creating an Academic Standards Board positions the legislature to determine what the state's academic standards should be related to English language arts, math, social studies and science rather than local school boards. Hamilton School District curriculum process includes a review of all relevant standards for each content area, input from our local business community and a review of best instructional practices. Multiple standards are reviewed and integrated when our district designs curriculum. These standards include, but are not limited to, Wisconsin Department of Public Instruction model standards, Common Core State Standards, Financial Literacy standards, Tech Literacy standards and College and Career Readiness standards. The Wisconsin Manufacturers & Commerce have endorsed the Common Core State Standards as robust learning targets which reflect the knowledge and skills that our young people need in order for our businesses to be internationally competitive in the future. Our goals in developing curriculum are to ensure our students are college and career ready while meeting the expectations of our local community. Please do not remove local control.
2. Standards developed by an academic standards board are not likely to be aligned with the current state assessments (Wisconsin Knowledge and Concepts Examinations) or the new Smarter Balanced Assessments. Creating a new, unique Wisconsin assessment would cost millions of dollars to produce and years of work to ensure the instrument is reliable and valid and appropriate for the high stakes decisions which are now associated with the state examinations.
3. The Educator Effectiveness model, which is mandated to be implemented in the fall of 2014, utilizes student achievement data to evaluate staff. How will assessments be valid when the academic standards are not yet known and the test has not been developed?
4. The proposed legislation creates a legislative process where the state legislature can debate standards on the floor of the legislature and ultimately write standards into statute. Please do not politicize our student learning targets.
5. The proposed legislation has unrealistic timelines for standard revision and implementation at both the state and local levels and provides no mechanism for the state to ensure that the standards adopted are college and career ready in order to be in compliance with federal law. This places Wisconsin in jeopardy for the federal ESEA waiver and could bring back the broken No Child Left Behind law.

What was once a focused debate about rigorous expectations regarding the knowledge and skills necessary for students to be college and career ready has been replaced with a debate about student privacy rights, federal vs. local control and instructional material adoption. The Common Core State Standards (CCSS) are rigorous internationally benchmarked English language arts and mathematics standards that are designed to ensure that students leave school with the knowledge and skills needed to

succeed in college and careers. Standards do not dictate how teachers will teach or the materials that they will use.

Business and education organizations have registered their opposition to this legislation. The Wisconsin Manufacturers & Commerce, Wisconsin Association of School Boards, School Administrators Alliance and Southeastern Wisconsin School Alliance oppose SB619.

Parents, our business community and the general public expect that we will prepare students for college and careers. They also have a right to expect that we can communicate with credibility and accuracy their performance compared with that of their peers nationwide. I urge you to oppose the establishment of the Model Academic Standards Board. Our children, our business community and the economic future of our state depend upon your action.

Sincerely,

Kathleen M. Cooke, Ph. D.
District Administrator
Hamilton School District

College and Career Readiness

How Business Can Support Core Standards—and Help Rebuild Education

by

Robert Corcoran
Vice President, Corporate Citizenship, GE
President and Chairman, GE Foundation

and

Kelli List Wells
Director, U.S. Education Programs
GE Foundation

August 2012

GE Foundation

GE has committed its resources—its technology, processes and people—to solve some of the world's toughest problems, making a difference for the world's vulnerable populations. The GE Foundation works in four areas:

Education: Improving standards and achievements for primary and secondary education.

Health: Improving healthcare delivery in targeted developing world communities.

Environment: Building capacity and delivering sustainable environmental solutions such as safe drinking water.

Disaster relief: Providing humanitarian relief support in times of extreme crisis and urgent human need.

GE Foundation

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The nation is at a defining moment in the history of public education—and in the history of our economy. Forty-six states and the District of Columbia have come together to adopt the CCSS, the Common Core State Standards for college and career readiness, which will hold all students and teachers in participating states to the same set of rigorous, internationally benchmarked academic standards. **The future health of business depends on this historic initiative.** But how will the standards be implemented, and how will such a monumental change be undertaken? At the GE Foundation, we're working hard to support the successful implementation of the CCSS. **But the issue cannot be solved by any one of us. It must be solved by all of us.**

This is an extraordinary moment in education. Across the country, 46 states and the District of Columbia have agreed to endorse and adopt the use of common standards in K–12. Rarely has there been this kind of nearly unanimous agreement on an issue—in education or in any other arena. Rather than every state having its own divergent expectations about what students should learn, there will be a unified set of core achievements that, grade by grade, students will be expected to attain. The standards are designed in a sequence that makes the subjects learnable. And they are based on what students need to succeed in college and career.

How did this major turn in education come about? Because of undisputed data that became too difficult to ignore: the United States has been falling behind in education rankings. An appalling number of students are not graduating from high school—as high as 27 percent of all students. And of those who do, many are unprepared for postsecondary education or for career.

This weakness has economic repercussions. Approximately 3.4 million jobs a year go unfilled in the United States because there are not enough qualified individuals to take them. Our education system, which has worked for some but not for others, cannot adequately supply a ready workforce or prepare students for college. Those without a college degree have borne the brunt of the current recession—and businesses have suffered because the workforce is unprepared.

When researchers examine what academically successful countries are providing students that the states are not, the answer is a rigorous, unified set of academic standards that are founded on the evidence of what best nurtures learning. That is why the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) have concurred in their recommendations for the standards and have specified that the CCSS be:

- research- and evidence-based
- aligned with college and work expectations
- rigorous
- internationally benchmarked

Simply put, the CCSS will prepare our students for college and career and will make our workforce globally competitive.

"THERE IS A SOFT BIGOTRY OF LOW EXPECTATIONS. ONE PLACE TO START IS TO HAVE HIGHER EXPECTATIONS. WE NEED HIGHER STANDARDS THAT ARE FEWER, DEEPER AND BENCHMARKED TO THE WORLD. EVERYONE SHOULD HAVE THE CHANCE TO BE SUCCESSFUL."

The Honorable Jeb Bush, *Former Governor of Florida and Chairman of the Board, Foundation for Excellence in Education. July 16, 2012. GE Foundation's Summer Business and Education Summit*

Bringing Businesses Together

On July 16-17, 2012, the GE Foundation convened a remarkable public/private coalition of business leaders, nonprofit professionals, educators and policy experts—all to share information and strategies about the CCSS. More than 160 leaders and experts across sectors and political lines put their heads together for two days to brainstorm about this important moment in education. Here are 10 important takeaways that had everyone buzzing during the nearly 20 hours of meetings, lectures, panels and breakouts:

1. Preliminary studies indicate that, under the CCSS, our students ultimately will perform better: States that individually had math standards similar to the CCSS performed statistically higher on the 2009 National Assessment of Educational Progress (NAEP), the nation's report card.

2. Nations that have the best economic growth are populated by adults who know more. The key factor is content—what students know—not how long they are in school. Therefore, curriculum is what separates growth from stagnation.

3. In the BRIC countries (Brazil, Russia, India, China), which have the fastest growing economies, a high-quality education is widely distributed to the entire population, not just to the elite. They spread widely a core set of skills that people need to succeed.

4. The economic prospects for a high school graduate in our country are limited: 80 percent of all jobs require postsecondary education. There is always a preference for additional credentials, and the need for tech skills is going up across industries. This reinforces the importance of preparing people better in elementary and secondary school so they are college- and career-ready.

5. The 2006 Program for International Student Assessment (PISA) showed U.S. students scoring below the average among industrialized nations in both math and science. Roughly three-quarters of the developed nations that took part in the exam scored higher than the United States in math literacy.

6. Experts predict that after the first student assessments based on the CCSS are given in 2014, student scores will be low. This is not due to poor teaching but a reflection of the need to change both what is taught and how we go about teaching it. Better preparation on a focused number of topics will make for better results from our teachers. Subsequently, scores will rise as teachers and students are able to absorb the new curricula.

7. The CCSS are designed to improve student learning. The standards are higher, but they are clearer and they emphasize fewer topics. They are taught in a logical, evidence-based sequence, and because there are fewer topics, teachers will have the time to teach them and students will have time to practice them.

8. Transparency and communication are key elements. Parents play a crucial role in supporting students and teachers. Therefore, parents need to have a good understanding of the CCSS, but recent surveys show that parents are still not well-informed.

9. The CCSS create a renaissance in teaching. Under the CCSS, teachers can customize the learning experience and find creative ways to design what and how they teach.

10. "College" and "career" are not two separate tracks. Rigorous standards are necessary for college AND career. The majority of careers are going to require some form of college or postsecondary training.

A LEADER IN EDUCATION REFORM

The GE Foundation has been actively supporting education for more than 50 years, and our work is always undergirded by the question, how can we focus our efforts to have the greatest impact? In 2005 the GE Foundation began its groundbreaking initiative, Developing Futures™ in Education, which concentrates hands-on support and funding in seven school districts where GE has a business presence. Operating in these multiple districts allows for sharing of best practices, piloting ideas and networking among the districts, creating a synergy of improvement and innovation. At the same time, efforts are tailored to the specific issues in each location, whether it is a need for better facilities, IT upgrades, human resource training or managing for change. Throughout our history of support, GE's goal has always been to improve outcomes for all students.

With the advent of the CCSS, the GE Foundation has concentrated on facilitating their implementation. An $18 million grant in February 2012 to Student Achievement Partners (SAP) has underwritten implementation support for the CCSS. SAP's founders helped develop the standards, using the best available evidence of what students need to learn well and be ready for college and career. The standards also incorporated the input of teachers, business leaders, researchers and policymakers and integrated 10,000 comments from stakeholders.

Also, for the past two years, the GE Foundation supported pilot programs serving 100+ schools in the New York City district, incubating best practices for implementing the new standards throughout the city's schools. As a result of the Foundation's funding, the New York City Department of Education was able to develop and produce numerous high-quality resources, including 36 instructional resource bundles that model Common Core–level practice. They also launched the Common Core Library, a web resource that includes sample lessons, units, assessments, student work and videos of teacher practice. This work has been shared across the entire city in more than 1,400 schools.

"WE ARE ALL END USERS OF THE WORKFORCE. GETTING INVOLVED KEEPS OUR BRAND STRONG—BURNISHES OUR BRAND WITH BUSINESSES AND OUR COMMUNITIES. WE BENEFIT FROM BEING PART OF THAT FUTURE."

John Loomis, VP Human Resources at General Electric Infrastructure, Atlanta. July 16, 2012. GE Foundation's Summer Business and Education Summit

A BOON FOR BUSINESS

Does business have a stake in improved educational standards? Are the CCSS really relevant for employers? Absolutely. Businesses and employers rely on the quality of the workforce. When nearly a third of our students fail to graduate from high school and even our best students are in the middle of the pack of students from the top countries, business has a serious problem. [The 2007 Trends in International Mathematics and Science Study (TIMSS) showed that our top-performing 8th grade students in math place between the 50th and 75th percentile of students from top-performing countries.]

"AS A COUNTRY WE'VE DONE WELL WITH A SYSTEM THAT ONLY SERVED SOME OF OUR STUDENTS WELL. THAT TIME IS OVER. THIS IS A CULTURAL TRANSFORMATION. WE HAVE A BURNING PLATFORM; AND WE HAVE OPPORTUNITY. WE HAVE TO ACCELERATE THE PACE OF INNOVATION AND CREATE A SYSTEM THAT SERVES AND PREPARES ALL STUDENTS WELL."

James H. Shelton III, *Assistant Deputy Secretary for Innovation and Improvement, Department of Education. July 17, 2012. GE Foundation's Summer Business and Education Summit*

And, in fact, students know they need better preparation. A new Rutgers University study reports that "there is tremendous pessimism among high school graduates about what the future holds for them." The report found that only three in 10 high school graduates between 2006 and 2011 have found full-time employment, well below the number of those with a college degree—and at wages that barely keep them out of poverty.

The CCSS are designed to improve learning. Students will build a strong foundation as they proceed through school, focusing on what they need to succeed in college and in careers. Our economy needs a solid school system that ensures students gain strong skills in problem solving, analytical thinking and communication. This is why businesses stand to gain from this transformation in educational standards—because it will produce a workforce that is ready and able to meet the challenges of business.

WHAT CAN BUSINESS DO?

What does business know best? Innovation, quality control, continuous improvement. Business's acumen in these areas can help educators accelerate and sustain the implementation of the CCSS.

Here are more action items in which we invite other businesses to join us:

Advocate. Build will. A strong and collective voice from the private sector will help strengthen the CCSS initiative. Make some new friends. Join coalitions—there is great power in the collective voice. Meet with your governor and with your legislators to voice your support and find out what your business can do to ensure full implementation. States must provide the necessary funding for implementation, so keep the pressure on policymakers, and emphasize the fact that business needs and wants these important academic standards. Remember to advocate inside your company as well as outside it.

Help manage change. Change is business's area of expertise. GE in particular has experience translating the best business practices to the education sector to help educators with systems management, building and using data systems to inform decision making, and accountability measures. Other businesses can provide whatever skillsets or functions lie within their core business capabilities. Use your expertise to help districts and schools build capacity to support transformation to the CCSS whether through management, strategic planning or providing funding where schools need it most.

Communicate internally. Let your co-workers and employees know about the changes ahead in education. Have your HR department set up an internal website that provides information about employees' school districts. If your company conducts community volunteer projects, have at least one of them be related to the CCSS. Whether they're parents or not, employees can keep pressure on school boards to successfully implement the CCSS.

"AS EDUCATORS WE CAN'T DO THIS ALONE. WE NEED BUSINESSES TO SHARE THEIR TOOLS AND EXPERTISE TO HELP US CREATE THE CHANGE WE NEED."

Dr. Lillian Gonzalez, *Education Consultant, Center for Strategic Research and Communication. Former Director, Department of Defense School Systems Worldwide*

Get the word out. Engage the media about the CCSS. Develop talking points. Create CEO speeches that link efforts in education reform to the economy and jobs. Look for traditional and social media opportunities to continue to make

the case for successful CCSS implementation. Share it with employers, share it with employees. Focus on communicating the importance of the standards.

Stay the course. When the first student assessments are conducted in 2014, student scores are predicted to be low. The most important thing business can do is to keep the faith. The scores will set forth an honest baseline, and subsequently, as the CCSS continue to be implemented, the scores will improve. The business community can be the spine of stability in a changing environment, helping others stay the course, too.

Provide opportunity. Many businesses already support schools or engage in education initiatives. Maintain your current commitment, finding ways to align your efforts with CCSS implementation. But don't stop there—provide mentors and internships and maintain other initiatives as well. Being college- and career-ready means having connections in business and understanding what the workplace is like. Business can make learning real for students.

Sign the letter. The GE Foundation has composed an open letter advocating for the implementation of the CCSS and is asking at least 100 businesses to sign on in support of this historic initiative. Be in the vanguard of education's most important issue.

GE Foundation 3135 Easton Turnpike, Fairfield, Connecticut 06828 www.ge.com/foundation

GE Foundation

March 6, 2009

Dear Select Committee on Common Core Members:

We are writing to express our opposition to Senate Bill 619 that would abolish the Common Core and allow a politically appointed committee to establish standards. The Common Core standards have been adopted willingly by almost every single school district in the state.

They all agree that the Common Core standards are more rigorous than the Wisconsin standards that many of the districts have been using.

There is agreement that the standards allow for local control and room to accommodate local needs.

They all agree that the teacher support and training to implement the standards is a valuable tool in providing a quality education for our children.

They all agree that they want to work with the standards because they believe they will be able to improve the educational outcomes for our state's children.

They have all invested time and money in making these standards work.

We are writing to express support for our school districts, our children and grandchildren, and our future. We believe there needs to be a greater investment made in our public schools and public school teachers, and we are excited about the opportunities that the Common Core standards promise to bring.

We urge you to vote against Senate Bill 619 and allow the Common Core process to continue with a rigorous review in five to seven years, just as almost all of the school districts agree.

Thank you for your consideration.

Most sincerely,

/s/ Frankie Fuller and Kent Wahlberg
N3063 Buena Vista Road, Ft. Atkinson, WI 53538
/s/Leslie Lamuro
316 Craig Street, Ft. Atkinson, WI 53538
/s/Iris Polski
214 South High Street, Ft. Atkinson, WI 53538
/s/Kathy Cheek
826 Riverside Drive, Ft. Atkinson, WI 53538

/s/Cynthia Smith
1223 West Sherman Avenue, Ft. Atkinson, WI 53538
/s/Virginia Epps
970 West Highland Street, Whitewater, WI 53190
/s/Bonnie Hamm
255 Heritage Drive, Ft. Atkinson, WI 53538
/s/Rhona and Sylvan Quinn
1133 Grant Street, Ft. Atkinson, WI 53538
/s/Dr. Rachel Quinn
W6312 Kiesling Road, Jefferson, WI 53549

cc: Representative Jeremy Thiesfeldt, Committee Chair
Representative Dean Knudson, Committee Vice-Chair
Representative Don Pridemore, Committee Member
Representative Jim Steineke, Committee Member
Representative Michael Schraa, Committee Member
Representative Thomas Larson, Committee Member
Representative Sondy Pope, Committee Member
Representative Dianne Hesselbein, Committee Member
Representative Steve Nass, 33rd Assembly District, Room 12 West
Senator Neal Kedzie, 11th Senate District, Room 313 South
Senator Scott Fitzgerald, 13th Senate District, Room 211 South

Name

After Viewing Activity 4

So Where Do You Stand?

This activity is designed to help you see where you fall on the political spectrum. Circle the number of any statement with which you agree. At the end, tally the results.

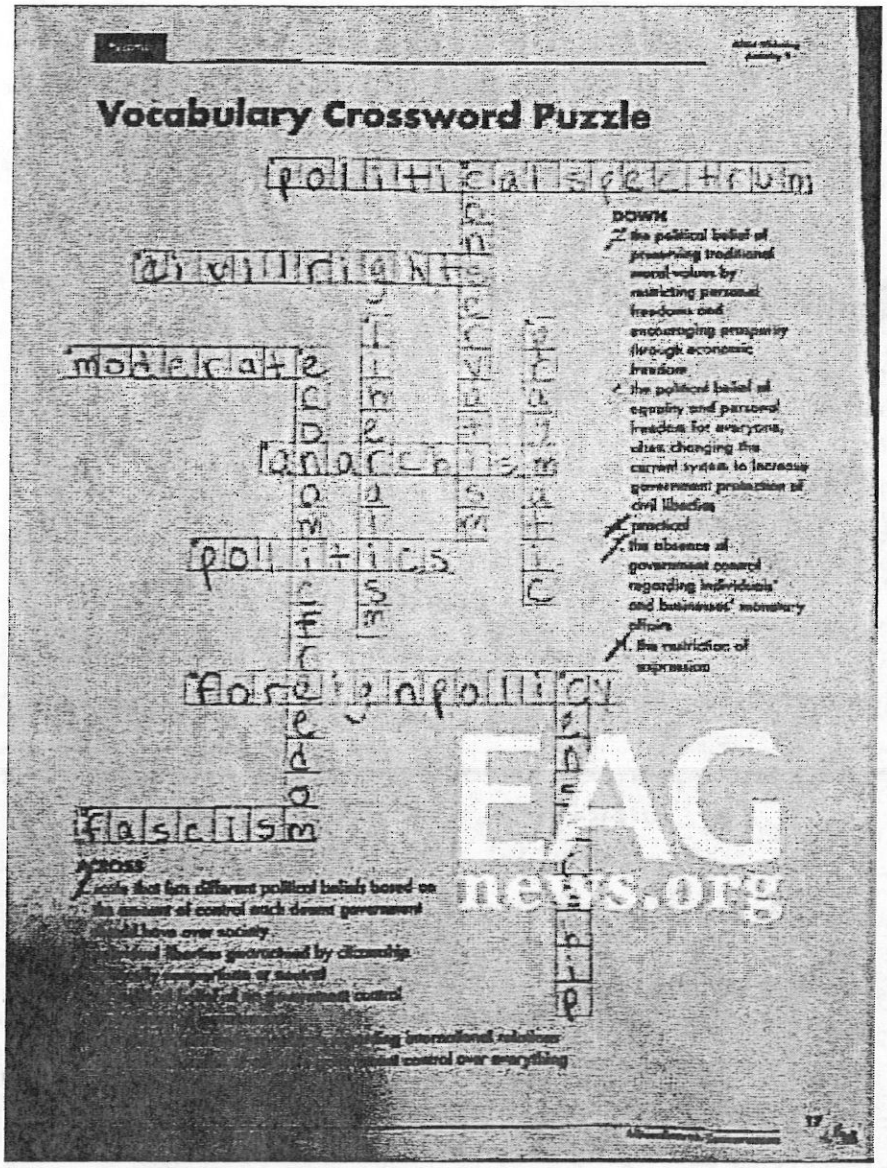
1. To improve problems with the economy, the government must reduce regulations.
2. Environmental considerations should outweigh economic ones.
3. A federal tax increase would hurt the economy.
4. Public schools allowing prayer violates the separation of church and state as guaranteed in the Constitution.
5. The United States should continue to develop its nuclear weapons.
6. We need more laws to protect the environment from companies that are polluting.
7. Affirmative action is unconstitutional because it is reverse discrimination.
8. The wealthy should pay a higher percentage of federal income tax than they currently pay.
9. Immigration should be more carefully monitored.
10. The government should help people who are unemployed by giving them welfare and job training.
11. The death penalty is an effective deterrent of crime.
12. Civil rights should be given to all citizens regardless of sexual orientation.
13. Any citizen should be allowed to own firearms for personal protection.
14. People should organize or join labor unions for better working conditions.
15. People should not rely on the government for economic assistance.
16. Drugs used for recreational or medicinal purposes should not be illegal.
17. Gay Americans should not be allowed to serve in the military.
18. The United States would remain a world power if military spending was cut.

To score your results, give yourself one liberal point for each even-numbered statement you agree with. Give yourself one conservative point for each odd-numbered statement you agree with. Agreement with more liberal or conservative statements indicates support of the liberal or conservative principles.

1

8

EAG news.org


Vocabulary Crossword Puzzle
DOWN
the political belief of preserving traditional moral values by restricting personal freedoms and encouraging prosperity through economic freedom
the political belief of equality and personal freedom for everyone, also changing the current system to increase government protection of civil liberties
practiced
the absence of government control regarding individuals' and businesses' monetary affairs
the restriction of expression
ACROSS
EAG
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MMAC
Metropolitan Milwaukee
Association of Commerce

HIGHER STANDARDS AND SUPPORT FOR NEW STATE TEST URGED BY MILWAUKEE BUSINESS LEADERS

FOR IMMEDIATE RELEASE
FEBRUARY 21, 2014

CONTACT: JULIE GRANGER
414-287-4100

MILWAUKEE...In a letter to Governor Walker and legislative leadership, metro-Milwaukee business leaders urged the state to maintain a strong commitment to the establishment of rigorous new academic standards in Wisconsin.

"Some of the highest performing schools in MPS, Milwaukee's Parental Choice Program, and our independent charter school network are already transitioning to more rigorous college and career readiness standards," said Tim Sheehy, President of the Metropolitan Milwaukee Association of Commerce (MMAC). "It is critical that the state continue down the path of aligning its academic attainment measurements with these types of world-class, nationally-normable benchmarks."

In a letter signed by over 40 members of the MMAC Board of Directors, representing some of the largest employers in the metropolitan Milwaukee region, the business leaders asserted that the Wisconsin Knowledge and Concepts Exam (WKCE) currently used as the state test to evaluate student achievement was deficient for both demonstrating academic proficiency and for measuring Wisconsin academic performance against other states. They urged the state to proceed with adoption of the new, more rigorous test slated to begin next school year without any delay.

"The new state tests scheduled to be administered in Wisconsin beginning with the 2014-15 school year represent a major step forward in improving our ability to assess our students' performance," the letter states. "These new tests will provide academic proficiency measures that are far more rigorous than our existing standards and, equally important, ones on which our Wisconsin students' performance can be credibly and accurately benchmarked against their peers nationwide."

The leaders acknowledged the national political controversy surrounding the new federal Common Core standards, but they urged lawmakers to make sure that the work they were doing legislatively to address that controversy did not interfere with the timely implementation of the new, more rigorous state test.

"It is our hope that this work will result in measures that address legitimate concerns about student privacy, local autonomy, and legislative oversight while reaffirming the value of the new, more rigorous academic evaluations and the need to move forward with their implementation without delay," wrote the business leaders.

###

756 North Milwaukee Street, Suite 400 • Milwaukee, Wisconsin 53202
Phone (414) 287.4100 • Fax (414) 271.7753 • mmac.org

MMAC
Metropolitan Milwaukee
Association of Commerce

February 11, 2014

Dear Governor Walker, Majority Leader Fitzgerald, and Speaker Vos:

The Metropolitan Milwaukee Association of Commerce (MMAC) represents nearly 1800 member businesses employing more than 300,000 workers throughout the metro Milwaukee region. As business leaders and members of the MMAC Board of Directors, we believe it is both a moral obligation and an economic necessity to ensure that all children have access to a quality education that prepares them for success in the global economy. Every day we are confronted with the challenge of competing in the marketplace. As such, we know first-hand how critical a well-educated workforce is to providing the fuel for our existing economy. We also know how important the quality of our workforce – and our ability to quantify that quality to prospects - is in allowing us to compete nationally and internationally for new jobs and businesses.

Unfortunately, Wisconsin's ability to honestly assess its own students' performance and to measure that performance relevant to other states has been severely handicapped over the years by our reliance on the Wisconsin Knowledge and Concepts Exam (WKCE). Specifically, the WKCE is hampered by the low bar it has set for academic proficiency here in Wisconsin and by the fact that its results cannot be accurately compared to other states' results.

The new state tests scheduled to be administered in Wisconsin beginning with the 2014-15 school year represent a major step forward in improving our ability to assess our students' performance. These new tests will provide academic proficiency measures that are far more rigorous than our existing standards and, equally important, ones on which our Wisconsin students' performance can be credibly and accurately benchmarked against their peers nationwide.

Over the last several months, these new standards for college and career readiness have been the focus of political controversy here in Wisconsin and nationwide. We appreciate your leadership on this issue and the thoughtful consideration the legislature and administration have been giving to practical and philosophical issues raised both in favor and against these new standards. Specifically, the work of the chambers' respective Common Core Committees has provided a constructive forum in which concerns could be openly and honestly aired and effectively addressed.

It is our hope that this work will result in measures that address legitimate concerns about student privacy, local autonomy, and legislative oversight while reaffirming the value of the new, more rigorous academic evaluations and the need to move forward with their implementation without delay. We know this is a controversial area of public policy, but it is critical that Wisconsin not backslide in a way that once again makes us an island in terms of the nationwide relevance or comparability of academic standards and student performance.

756 North Milwaukee Street, Suite 400 • Milwaukee, Wisconsin 53202
Phone (414) 287.4100 • Fax (414) 271.7753 • mmac.org

Thank you once again for your leadership on this important topic. The MMAC Board is unanimous in its support for implementation of the new state test without delay next school year. As individual members of that Board, we want to commend your continued attention to the role these more rigorous uniform standards for college and career readiness can have on our ability to successfully compete for new jobs and business both nationally and internationally.

Sincerely,

Ted Kellner
MMAC Board Chairman
Executive Chairman, Fiduciary Management, Inc.

Tim Sheehy
MMAC President

Robert Arzbaecher
President/ CEO/ Chair
Actuant Corporation

Lou Banach
Group Senior VP
Associated Bank

Kurt Bechthold
Chairman
Payne & Dolan

Scott Beightol
Partner, Firm Chairman
Michael Best & Friedrich LLP

Brad Chapin
EVP- US Business Banking
BMO Harris Bank

Carla Cross
President/CEO
Cross Management Services, Inc.

Curt Culver
Chairman/ CEO
MGIC Investment Corp.

Paul Eberle
Chief Executive
Whyte Hirschboech Dudek, S.C.

Pat Foy
EVP-Enterprise Solutions
FIS General

Nan Gardetto
CEO
Baptista's Bakery Inc.

Jon Hammes
Chairman/ CEO
Hammes Company

Robert Hillis
President/ CEO
Direct Supply, Inc.

Catherine Jacobson
President/ CEO
Froedtert Health

Jeff Joerres
Chairman/ CEO
ManpowerGroup

Aldo Madrigrano
Chairman/ CEO
Beer Capitol Distribution Co.

P. Michael Mahoney
Chairman of the Board
Park Bank

Greg Marcus
Chairman/ CEO
The Marcus Corporation

Derrick Martin
President
Lena's Food Market

Marsha Mather
Owner/ President
Laacke & Joys

Scott Mayer
President/ CEO
QPS Employment Group

Peter McCormick
President/ CEO
Magnetek

John McDermott
Sr. VP-Global Sales & Marketing
Rockwell Automation

Daniel F. McKeithan
Chairman/ CEO
Tamarack Petroleum Co Inc.

Rich Meeusen
Chairman/ CEO
Badger Meter Inc.

Ugo Nwagbaraocha
President
Diamond Discs International

Ulice Payne, Jr.
President
Addison-Clifton LLC

William Mielke
President/ CEO
Ruekert-Mielke, Inc.

Alex Molinaroli
CEO
Johnson Controls Inc.

Marcelo Mosci
President/ CEO
GE Healthcare

James Popp
President, Wisconsin & Minnesota
Chase

Paul Purcell
President/ CEO/ Chairman
Robert W Baird & Co Inc.

Austin Ramirez
President/ CEO
HUSCO International

Mary Scheibel
Principal
Trefoil Group

John Schlifske
Chairman/ CEO
Northwestern Mutual

Peter Sommerhauser
Partner
Godfrey & Kahn, S.C.

John Splude
Owner
JWS Classics

Tim Sullivan
President
Gardner Denver

Paul Sweeney
Principal
P S Capital Partners LLC

Nick Turkal
President/ CEO
Aurora Health Care Inc.

Scott VanderSanden
President
AT&T – Wisconsin

Scott Wrobbel
Office Managing Partner
Deloitte

Survival Coalition
of Wisconsin Disability Organizations

101 East Wilson Street, Room 219, Madison, Wisconsin 53703
Voice: 608/266-7826 Fax: 608/267-3906

March 6, 2014

To Senator Olsen, Chair
Senator Farrow, Vice-Chair
Members, Senate Committee on Education

From: Lisa Pugh, Disability Rights Wisconsin
Survival Coalition, Education Issue Team Chairperson

Re: SB 619 creating a model academic standards board

Thank you for the opportunity to provide input on SB 619, a bill that would create a Model Academic Standards Board charged with developing standards across a variety of subject areas.

The Survival Coalition is comprised of more than 30 statewide disability organizations that advocate and support policies and practices that lead to the full inclusion, participation, and contribution of people living with disability. Our organizations have watched and participated with great interest as the current Common Core Standards (CCS) were constructed and are now being implemented in Wisconsin. We recognize these developments as having great impact on addressing the significant achievement gap for students with disabilities and setting higher expectations for their performance and outcomes.

We strongly recommend that Wisconsin focus immediately on implementing higher standards for students with disabilities to address the concerning achievement gap. According to the Department of Public Instruction (DPI):

- Students with disabilities are two and a half times less likely to be proficient in reading and math than their peers.[1]
- Nearly half of all students with intellectual disabilities spend more than 40% of their school day outside the regular classroom where the majority of grade level content is taught and where research shows students have the best outcomes.
- The ACT test is a marker for college readiness, yet only 8% of students with disabilities are taking it, compared to 68% of students without disabilities.[2]
- DPI Post-School outcome data shows that outcomes for students with cognitive disabilities are low. In 2013 93% of surveyed students reported they were never engaged in postsecondary education and training since high school (72%, in 2009) and more than half reported no paid employment since high school.[3]

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[1], Wisconsin Information System for Education, Data Dashboard; WASA Proficiency by Disability Status; 2012-13.
[2] Wisconsin Information System for Education, Data Dashboard; ACT Participation by Disability Status; 2011-12.
[3] Department of Instruction; IDEA Indicator 14 Data - 2013 - 2009 Outcomes for Youth with Cognitive Disabilities.

Recognizing that this bill is not about the value of the Common Core Standards, but rather, the process by which education standards are set, we would like to make the following points to the committee:

- Standards that impact students with disabilities, who are complex learners who require a variety of specialized supports to be successful, must be developed by individuals with specific knowledge about how students with disabilities learn and the research base that is the foundation for successful education practices.

- It is extremely important that Wisconsin's standards allow for meaningful comparisons as to how students with disabilities in Wisconsin are doing relative to students in other states. The Common Core, which has now been adopted in a majority of states, provides this comparison.

- The Common Core Standards were developed with tests aligned to rigorous standards, including a robust alternative assessment for students with the most significant intellectual disabilities. This assessment will for the first time allow for and expect higher achievement for all students. Previously in Wisconsin, students with disabilities were not held to the same high expectations as other students; even though research tells us students without cognitive impairments (approximately 80 percent of all students with disabilities) are able to reach proficiency in grade level content to the same degree as their peers. In addition, students with significant disabilities have never had their curriculum so closely aligned to the regular education curriculum as it will be under the Common Core. The new standards and aligned assessments that are currently in place include Universal Design for Learning (UDL) principles which allow students with disabilities access to rich curriculum. **We are eager to continue to build upon this momentum and see real change in test scores and outcomes for all students with disabilities. We are concerned that a new standards board will stall and impede this important progress.**

- Standards aligned with college and career readiness measures are extremely important to students with disabilities and should be based upon the evidence, with input from experts in the field of education. Prior to the adoption of the Common Core in Wisconsin, special educators could make up any "curriculum" they wanted for students with the most significant intellectual disabilities. The new standards recently put in place provide a direct tie to a strong basic curriculum designed to prepare all students for post-school success.

- The Common Core standards have already been a significant improvement over Wisconsin's previous Model Academic Standards which were extremely general. Typically students with disabilities suffer from low expectations and the Model Academic Standards did not incent high expectations. Clearly change was needed and we are now moving forward.

Thank you again for the opportunity to provide input on this issue. Please feel free to contact our coalition members with additional questions.

Real Lives, Real Work, Real Smart, Wisconsin
Investing in People with Disabilities

Survival Co-Chairs:

Maureen Ryan, moryan@charter.net; (608) 444-3842;
Beth Swedeen, beth.swedeen@wisconsin.gov; (608) 266-1166;
Kristin M. Kerschensteiner, kitk@drwi.org; (608) 267-0214

Honorable Members of the Senate Committee on Education,

The Common Core Standards are a pivotal part of the state's education plan to help our children excel and be fully prepared for life after high school. The Common Core for math and reading language arts are in place now and working. We know that the expectations and standards we set for children in school play a critical role in how far they go and how successful they are. Our highly trained and experienced teachers are deeply and successfully in the process of implementing the math and language arts standards. For the benefit of our children we stand ready to continue the process of increasing rigor and relevance in all subjects.

I am not here asking the legislature to spend valuable time debating and crafting law over academic standards in subjects like math, language arts, science and social studies. Instead, I ask that you provide professional educators and local school boards the opportunity and responsibility to adopt and implement standards of academic rigor represented by the CCSS. Academic subjects do not change with the whims or wishes of the political party in power, and as such should not be subjected to a political process that will change by the very nature of the party in power. We ask that you vote no on AB 617/SB 619. Put our children first by allowing our public school systems to work efficiently and successfully for the children we serve. Do not politicize the process of creating standards.

Another bill we request you vote against is the Special Needs Voucher bill AB 682/SB 525. This is a bill that would drain badly needed dollars from public school for every special needs child served in a private school regardless of their needs. It is estimated, by the Legislative Fiscal Bureau, expenditures for the first year could total $57,349,500 for a program that has no requirements or standards. Since this bill's funding is sum sufficient, it will be funded first before public schools' aids calculation takes place. Groups that represent parents of Exceptional Needs children are aligned against this legislation. If you will listen to anyone, please listen to the parents of Exceptional Needs children. They oppose AB 682/SB 525. We ask that you vote no on AB 682/SB 525.

Please consider SB 286 as originally drafted. I believe Luther Olsen's bill, as originally drafted, is a good one, one that will create accountability for both public and private schools on an equal basis. I understand part of the equality will come from using the Smarter Balanced Assessment in both private and public schools. Taxpayers need to have full and fair accountability for the resources that are expended in both private and public schools. Please oppose all amendments to this important accountability bill.

Thank you for your time and consideration.

Respectfully Submitted,

3-6-14

Peter Ross
Seymour Schools Superintendent

March 4, 2014

Dear Policy Makers,

Thank you for the opportunity to address the topic of 2013 Senate Bill 619 related to Model Academic Standards and the Model Academic Standards Board. While I support the concepts raised within the proposed bill, I want to bring portions of the bill to your attention that I recommend for revisions/clarifications. Specifically, I will provide reference to the portions that I believe will negatively impact our students and our taxpayers.

Revisiting English/Language Arts and Math (within one year of the adoption of SB 619)

2013 Senate Bill 619 states:

MODEL ACADEMIC STANDARDS

The 2013-15 biennial budget act (2013 Wisconsin Act 20) prohibits the Department of Public Instruction (DPI) from taking any further action to implement the common core standards (educational standards developed for kindergarten to grade 12 by the Common Core State Standards Initiative) and from directing school districts to implement further standards until certain conditions have been satisfied.

Act 20 provides that any common core standard adopted and implemented by DPI before July 1, 2013, remains in effect and requires DPI to adopt additional college and career readiness standards no later than July 1, 2014.

This bill requires DPI to adopt state standards only after those standards have been developed and approved by the Model Academic Standards Board.

The Common Core State Standards (CCSSs) to date have helped the School District of New Berlin focus our efforts to ensure college and career readiness for all of our students in a globally competitive workplace. This is especially true given that the previous Wisconsin Model Academic Standards were over 15 years old. Our operating definition of state-level standards is that they set the *minimum* benchmarks students must reach to be proficient within a skill or in a content area. In our district, the CCSSs have influenced the design of curriculum and selection of resources that go above and beyond the minimum expectation set by any previous standards. We believe we have the capability of meeting the needs of our learners using innovative instruction within our locally developed curricula built with a foundation laid by the CCSSs.

Developing curriculum around new standards is important and vital work. Around the same time the state adopted CCSSs, it became necessary for us to update our curriculum and resources in English/Language Arts and Mathematics, as they were over 10 years old. We spent a significant amount of our limited resources over the past three years to align to the 2010 state adoption of the CCSSs. Any changes now will come with a cost to our students as well as our taxpayers. Changing the standards will disrupt the fluidity and continuum of our children's education since the CCSSs have been established with articulated academic progressions in both English/Language Arts and Mathematics. Furthermore, stepping back from these standards would result in additional taxpayer dollars spent on curriculum

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Superintendent
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realignment, potential course/staffing adjustments, as well as a depletion of resources already allocated to other important instructional projects.

As I understand it, proponents and opponents of the E/LA & Math CCSSs argue that this is one of the problems at hand–the CCSSs either force districts to shell out money on teacher training and on new curriculum materials, etc., or that because they have shelled out money, that they shouldn't now change. Please note our district would have allocated resources to curriculum updates regardless if we were aligning to the CCSSs or not. I believe teacher training is critical to any curriculum alignment and updated quality resources are necessary to support teacher instruction and student learning.

Reexamining how our students are meeting and succeeding our expectations in our E/LA & Math curriculum this year will cause additional significant expenditures for professional development and potential curriculum/student resource review. Creating new standards within four years of adopting ones that are setting a higher expectation for students would not help our district reach our goal of fiscal responsibility that reflects a commitment to student learning.

I ask you to honor the work and accomplishments that have been made to date, by not reverting back and making adjustments to the English/Language Arts and Math CCSSs, as we feel maintaining the current use of the CCSSs is what is best for our district at this time. Please further note, that making updates and revisions to the English/Language Arts and Math Model Academic Standards prospectively within a given rotation (not within the next year), is something that I can support.

<u>Model Academic Standards Board</u>

There is a lack of clarity around the members being appointed by either the State Superintendent or that of the Governor. 2013 Senate Bill 619 states:

MODEL ACADEMIC STANDARDS BOARD

The bill creates a Model Academic Standards Board (board) in DPI which comprises the following members: the state superintendent of public instruction, or his or her designee, who serves as co-chairperson and who must appoint four members; six members appointed by the governor, one of whom is to serve as [1]cochairperson; one member appointed by each of the [2]senate majority and [3]minority leaders, [4]one member appointed by the speaker of the assembly; and [5]one member appointed by the assembly minority leader. The members appointed by the state superintendent must include an [6]individual employed as a principal in a high school, a [7]member of a school board, one individual who is a parent of a pupil enrolled in a public school, and [8]one professor employed at an institution of higher education in this state. The members appointed by the governor must include one teacher employed by a public school, [9]one teacher employed by a private school participating in a parental choice program, [10]one superintendent of a school district, [11]one individual employed as a principal in an elementary school, and [12]one individual who is a parent of a pupil attending a private school under a parental choice program. No member of the board may be a member of the legislature.

The specific concerns that I raise need further clarification, include the following:

- [1]*One member appointed by the governor, who is to serve as co-chairperson.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [2]*One member appointed by the senate majority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [3]*One member appointed by the senate minority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [4]*One member appointed by the speaker of the assembly.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature?
- [5]*One member appointed by the assembly minority leader.* What will this person's background, knowledge and skills be? Will content expertise be considered? If so, could this be clarified? Is the only limitation to whom serves in this position that they are not a member of the legislature? Could this be clarified?
- [6]*An individual employed as a principal in a high school.* Will this be a public or private school principal? Could this be clarified?
- [7]*A member of a school board.* Will this be a public or private school member of a school board? Could this be clarified?
- [8]*One professor employed at an institution of higher education in this state.* Is there any consideration to expanding the members from an "institution of higher education," especially given that there are different perspectives from "institutions from higher education" (i.e. technical college, 2-year college and/or 4-year college)? Further, will this be a professor employed at an institution of higher education from a public or private institution?
- [9]*One teacher employed by a private school participating in a parental choice program.* While I support seeking input from private-school teachers, I have a concern related to asking private school participants to provide input on standards that they are not held accountable to. I believe that if in fact input from such an individual is sought, that they participate and report out on state exams, as well as are held accountable to the same standard public schools are held to (school report cards, district report cards, etc.).
- [10]*One superintendent of a school district.* Will this be a public or private school superintendent? Could this be clarified?
- [11]*One individual employed as a principal in an elementary school.* Will this be a public or private school principal in an elementary school? Could this be clarified?
- [12]*One individual who is a parent of a pupil attending a private school under a parental choice program.* While I support seeking input from a parent of a pupil attending a private school under a parental choice program, I have a concern related to asking a private school participant to provide input on standards that they are not held accountable to. I believe that if in fact input from such an individual is sought, that they participate and report out on state exams, as well as are held accountable to the same standard public schools are held to (school report cards, district report cards, etc.).

Any clarifications related to the questions raised above are critical to determine whether or not the respective Model Academic Standards Board will truly be able to be effective, and provide a fair and equitable representation of stakeholders. I'm only suggesting consistency in clarifying the appointees, similar to how it's already clarified within certain appointments (i.e. "One teacher employed by a private school participating in a parental choice program.") I would ask that you provide the clarification related to the appointees referenced above prior to moving a final draft forward. Further, if the appointments to the Board move forward as proposed, I would advocate for a much bigger discussion/decisions (if they are not already happening) related to the accountability standards for private schools participating in parental choice programs.

Thank you for your time and consideration. Should you have any questions related to my feedback, please feel free to contact me at 262-789-6220.

Respectfully,

Joe Garza
Superintendent

March 6, 2014

Dear Members of the State Senate Committee on Education:

Please oppose SB 619. As a retired educator who now serves as a local school board president, I cannot understand the objections I've heard to the Common Core State Standards. The fact that strong academic standards for teaching of skills in math, reading and language arts have become such a political football is a very sad commentary on the legislative process in our state of Wisconsin.

In this time of scarce resources, we've seen public tax dollars siphoned off for voucher schools, in spite of the research showing lack improved academic performance by students in these schools; more public tax dollars siphoned off for more private schools, including religious schools, via tax credits; lack of serious effort to develop a meaningful accountability plan for these schools; and now we see a recommendation to waste all the precious dollars, and time, that have been put into the development and implementation of the CCSS and accompanying assessments over the past few years. Where is the logic in this?

If you have not yet read the Common Core State Standards for these subject areas, I encourage you to do so. I think you will see that almost all of what you have heard from the critics is unfounded. These are more rigorous standards than Wisconsin students have had before, and since they only form a floor, school districts are free to develop standards that go beyond these. Teachers are free to choose materials and design curriculum that address these standards. The amount of misinformation circulating is astounding, and unfortunately, well financed. The lack of courage demonstrated by some to stand up to the well-financed anti-CCSS effort is discouraging.

The utter waste of money and time that will result from requiring the State Superintendent and his DPI team to revisit these standards and to undo all the good work that has been done is sufficient cause for alarm. The mere suggestion that legislators should approve academic standards, and have the authority to rewrite them, is a travesty.

Please keep politics out of our schools and let professional educators do what they are trained to do. The children of Wisconsin deserve a solid education, and the CCSS provide the benchmarks for skill development that will prepare them for college and career options in this global economy. I hope you will have the courage to stand up for the education of Wisconsin's young people and vote against SB 619.

Sincerely,

Susan Fox
President, Monona Grove Board of Education

4637 Tonyawatha Trail, Monona, WI 53716

Educating Our Children
WA WM
Building Our Future

School District of
West Allis-West Milwaukee, et al.
EDUCATIONAL ADMINISTRATION CENTER

March 6, 2014

Dear Senate Education Committee Members,

The School District of West Allis-West Milwaukee and Superintendent of Schools Kurt Wachholz is providing testimony regarding Senate Bill 619.

The West Allis-West Milwaukee School District is providing the follow commentary with regard to the Common Core Standards discussion. We feel that it's vital for the Legislature to consider all of the following before any standards redirection is embraced:

- The Common Core State Standards are the culmination of nearly a twenty-year effort, beginning with the Bush Administration, to set expectations for what students should know and be able to do. This was in response to the fact that throughout the years, different versions of common standards have been created by national subject discipline organizations such as the National Council of Teachers of Mathematics. In 2007 state education chiefs discussed the issue of creating a common set of standards at a policy forum of the Chief Council of State School Officers (CCSSO). The CCSSO and the National Governor's Association issued a report, "Benchmarking for Success: Ensuring that US Students Receive a World-Class Education". The report called for a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive. Since then committees of educators and subject-matter experts have met to develop evolving standards using the criteria with representatives from ACT and the College Board, and State Higher Education Officers. In each cycle, drafts were released for public comment and panels made revisions from feedback they received. These would come to be known as the Common Core Standards.

- The Common Core Standards are a framework in English Language Arts and Mathematics which spell out the knowledge and skills that all students should know and be able to do at each grade level from Kindergarten to grade 12. The Common Core is significant in that they set common expectations for all students. With a common set of standards, it will be possible to measure student achievement in a uniform fashion and provide a uniform lens to view accountability. In the past each state has had its own set of standards making it difficult to look at achievement accountability across our nation. These new standards now call for identifying essential standards for classroom instruction and assessment and developing grade-by-grade level expectations, integrating 21st century skills like collaboration, communication, and flexibility and adaptability and making strong connections across subjects and disciplines, aligning assessments with standards and developing a meaningful system of accountability that is comprehensive, varied and authentic, and facilitating high school students' transition to postsecondary, credit-bearing coursework.

- In addition, the Common Core differs from the state standards that preceded them. The Common Core are tied to college and career readiness and internationally benchmarked to match expectations of the highest performing nations. As a result, the standards call for significant shifts from traditional practice in both English Language Arts and mathematics. The mathematics standards now include far fewer topics, particularly at the elementary grades, so that teachers focus on the most important topics in depth and are able to focus on critical thinking and reasoning so that they can apply the learned skills in problem solving applications. The new English Language Arts Standards require students to be able to read and comprehend complex text so that they will understand the books and documents they will read in college and workplace.

- The old Wisconsin Academic Standards were grade-band specific standards which only mandated what level students in grades 4, 8, and 10 needed to attain on testing. This left those students in grades K5, 1, 2, 3, 5, 6, and 7 without a uniform set of mobility standards.

- Under the authority granted to the State Superintendent under Article X of the Wisconsin Constitution, Wisconsin State Superintendent Tony Evers adopted the internationally-benchmarked Common Core State Standards (CCSS) for Mathematics and English Language Arts on June 2, 2010.

- For the past three plus years Districts in our State have been working on aligning our curricular frameworks with the Common Core Standards. This alignment has increased the rigor of the learning in our classrooms. The Common Core Standards require students to become deeper thinkers as they focus on higher order skills such as drawing conclusion, analyzing, synthesizing and thinking critically to solve problems.

- In 2011 Wisconsin Act 32, the 2011-2013 biennial budget act, required the DPI to replace the Wisconsin Knowledge and Concepts Examination (WKCE) with new pupil assessments that measured mastery of the CCSS. Subsequently, 2013 Wisconsin Act 20, the 2013-15 biennial budget act, provided the funding for the state's new assessment system that will measure mastery of these standards. The new assessments will measure how all students can demonstrate the expected CCSS skills and knowledge. The Common Core Standards are the foundation of the new accountability assessment in the State that will be put into practice with the implementation of the SMARTER Balance assessment in 2014-2015. Alignment of curriculum with the Common Core Standards will only support increased levels of student achievement in this regard. The same holds true with districts such as West Allis-West Milwaukee who use other forms of standardized testing such as the NWEA MAP (Measure of Academic Progress) assessment which are all aligned with the Common Core Standards.

- Throughout West Allis-West Milwaukee teachers have been devising lesson plans and tailoring instruction to meet the individual needs of students in their classrooms that meet the rigor dictated by the Common Core Standards. In September 2011, the DPI published guidance documents to assist local districts in understanding the CCSS and how to transition to teaching them. Districts have done significant work to implement the CCSS.

- Since a common language now exists to discuss grade level expectations, educators are increasingly able to share resources and best practices with peers across the state and nation. Efforts to provide resources online are growing, such as online literacy educator community, and opportunity to share curriculum scope and sequence ideas through a growing statewide online resource portal. The virtual opportunities for educators to share ideas and improve their practices will only be improved through the legislature's funding for these efforts in the 2013-15 biennial budget. Print and digital resources available to educators across the country are all aligned with the Common Core Standards. A shift away from this would make resource vetting and acquisition more difficult, more time consuming, and ultimately more costly.

- The Common Core Standards were designed to respond to rigor and focus on learning accountability for our entire nation and designed to evolve over time. The Common Core Standards were not developed to be stagnant but rather a dynamic and evolving rigorous learning benchmarks. These standards are assessed through Smarter Balanced and will measure deep understanding of learning. The Common Core Standards that have been developed provide significant rigor and relevance as well as reinforcing high expectations accountable with a Multi-State National Level comparison.

- The Common Core Standards integration has taken years of development and planning by the State. To suddenly discard all the time, effort and money that have been spent to implement these standards would be a huge step backward with regards to educating children in Wisconsin. The new Smarter Balances aligned to the Common Core Standard tests are slated to begin next school year and were part of the No Child Left Behind Waiver; the replacement of these could violate that agreement. We feel that SB-619 is an attempt to put political agendas ahead of what is in the best of educating all of our children in Wisconsin.

Therefore based upon the above statements the following questions need to be considered and addressed by this legislative body before any action is taken to move our State in a different direction:

- Where was this discussion 20 years ago when under President Bush there was a call to action for National level norms so that our students would be prepared to compete in global society they and our nation would be a part of?
- Where was discussion just three plus years ago when the DPI adopted the Common Core Standards and the teaching standards our student learning would focus around?
- Wisconsin Act 10, the 2011-2013 biennial budget, explicitly required the DPI to replace the WKCE with a new assessment that measures mastery of the Common Core Standards with the Smarter Balanced Assessment why has the focus changed?
- This State Legislature passed legislation in 2012 that was used in the Wisconsin NCLB Federal Waiver Application that used the Common Core Standards as its underpinnings why has the focus changed?

- Where was the discussion prior to 2010 when Districts began to align their curriculum to the Common Core Standards?
- In the Biennial Budget of 2011-2013 this legislative body approved using the Smarter Balanced Assessment rooted in the Common Core Standards as the State's assessment accountability tool tied to our State Report Card in Act 34.
- In the 2013-2015 Biennial Budget this legislative body reaffirmed the use of the Smarter Balanced Assessment in Wisconsin Act 20.
- This will now bring into question if our State chooses to develop its own standards is there a plan for how our students will be assessed or how they will be held accountable for the learning?
- How can students take the test no longer aligned to the State Standards we are teaching?
- What will happen to our approved State Waiver of the Federal NCLB and what effect will this have on the Federal monies our State and local School Districts receive?

Therefore our School district would strongly encourage this legislature to allow the experts in the field of Education to drive educational decisions not politics. Maintain the Common Core Standards that are already aligned to the Smarter Balanced assessment and instead establish an annual continuous review process before a Commission/Committee of Wisconsin Professional Educators who would evaluate and revise as appropriate these standards for the rigor and relevance important to our Wisconsin Students.

Thank you for your attention and consideration of this matter. Please contact my office with any questions.

Respectfully,

Kurt D. Wachholz

Kurt D. Wachholz
Superintendent of School

Educating Our Children
WA WM
Building Our Future

School District of
West Allis-West Milwaukee, et al.
EDUCATIONAL ADMINISTRATION CENTER

March 6, 2014

Dear Assembly Education Committee Members,

The School District of West Allis-West Milwaukee and Superintendent Kurt Wachholz are providing testimony on Senate Bill 598.

Under current state law all public schools and independent charter schools are required to evaluate teachers and principals. SB-598 would allow for an alternative method of evaluating teachers and principals of non-instrumentality charter schools. Any adjustments in education evaluation protocols to incorporate alternative methods should apply to all schools, public or private, in Wisconsin receiving public money to educate children in instrumentality or non-instrumentality charter schools. In fact, if this flexibility is embraced by the legislature to be appropriate for one entity receiving public tax dollars to educate children to have the ability to use an alternative method to evaluate teachers and principals, it then should be good for all schools receiving public money to educate students not just charter schools but also all public, private voucher and choice schools as well.

Thank you for your attention and consideration of this matter. Please contact my office with any questions.

Respectfully,

Kurt D. Wachholz

Kurt Wachholz,
Superintendent of Schools

1205 S. 70th St. • West Allis • Wisconsin • 53214 • (414) 604-3000

Testimony

Sally Feeney- Director of Instruction School District of Belleville

My commitment to the field of education and the students in the state of Wisconsin has compelled me to attend this hearing and share my opposition to the proposed AB 617 and SB 619.

I have 22 years of experience as a classroom teacher in the Evansville School District and 1 year in my current position as Director of Instruction Belleville School District.

As an educator, I understand the importance of rigorous and clearly articulated educational standards. These standards set what the students in Wisconsin should know and be able to do to prepare them to be successful as citizens and in the workplace in the 21st Century.

Wisconsin students deserve standards written by people with expertise in the field. The legislature does not have the background, training, or expertise in the content areas to set these standards.

Legislating the state's model academic standards as proposed in AB 617 and SB 619 moves our state in the wrong direction. I urge you to reject these proposals.

Sandra Kovatch

Public Hearing Testimony
March 6, 2014

My name is Sandra Kovatch and I'm the Director of Learning Services for the Hudson School District. Hudson serves approximately 5,600 students in early childhood-grade 12. Hudson sits on the western side of the state, right on the MN border. Because of our proximity to the Twin Cities, our stakeholders often look for comparisons with MN districts.

Each and every day the teachers in the Hudson School District, the instructors in our neighboring districts in CESA 11 and all educators across the state go to work in our schools focused on our most important job - improving student learning. What is best for students should be in the forefront of any work that affects education. Not politics, not the number of hearings held before adoption of the standards, not Tony Evers, not President Obama, but STUDENTS. With proposed Bill 619 and the foreseeable intent of eliminating the Common Core State Standards for English Language Arts and Mathematics, it would appear, with all due respect, that many legislators have their minds on something other than students. Because why else would we be scrapping all of the taxpayer dollars invested across the state to implement the standards, set back the much needed replacement of our state WKCE assessments, and destroy the links of the standards to the state educator effectiveness initiative as well as state report cards.

Over the last few days I find myself thinking of the old adage, "Don't throw the baby out with the bath water." I believe it is fitting here. There is no need to throw out the standards in their entirety. If you feel there are areas of need or statements that need strengthening, direct the Department of Public Instruction to review the standards and make additions, don't eliminate them. At the common core website, it states, "the standards leave room for teachers, curriculum developers, and STATES to determine how those goals should be reached and what ADDITIONAL topics should be addressed. It also states, "while the standards focus on what is most essential, they do not describe all that can or

should be taught." I urge you to consider a more common sense approach to solving any issues you see with the standards.

I brought copies of the standards with me. In all sincerity I want to ask, what standards do you not find adequate for the students of Wisconsin? Is it kindergarten where it states, *know and apply grade-level phonics and word analysis skills in decoding words*. Or fourth grade where it states, *read with sufficient accuracy and fluency to support comprehension*. Maybe it's ninth grade, where the expectation is to *demonstrate command of the conventions of standard English grammar and usage when writing or speaking*. Perhaps it's not Language Arts but Math you have concerns with – in second grade, *solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollar and cent symbols appropriately*. Or sixth grade where it states *fluently divide multi-digit numbers using the standard algorithm*. If those are all standards you can support, then don't eliminate them but set an expectation to enhance the existing standards for the students of Wisconsin.

Hudson believes it is in the best interest of student learning expectations, district local control and accountability, and providing families with comparable school data to have state standards which allow for national collaboration and comparison. Hudson supports the implementation of the Common Core State Standards as the foundation for rigorous learning in WI.

Wisconsin Legislature: Academic Standards Review

November 18, 2013

TO: Dr. Michelle Langenfeld

From: Andrea Landwehr, Executive Director of Teaching and Learning

Re: Common Core State Standards Legislative Review

GREEN BAY AREA
PUBLIC SCHOOL DISTRICT
All learning. All growing.

1. 1997 Adoption of Department of Public Instruction's Model Standards:

Background

From 1997-2009, the Green Bay Area Public School's Curriculum Department led focused efforts on designing grade level benchmark standards in grades 4K-11 that aligned to the Wisconsin Model Standards for grades 4, 8 and 12 in the areas of English Language Arts, Math, Science, and Social Studies. Copies of second, sixth and tenth grade benchmark standards are attached for your review in the four core areas.

In 2006, curriculum teams began the process of writing curriculum using the researched based framework, ***Understanding by Design***, as a curriculum planning framework to unwrap the essential grade level skills and strategies, develop assessments, adopt content specific resources and plan for meaningful learning in the classroom. Curriculum teams used Eclipse, an internet based curriculum management system to organize curriculum and make it accessible to teachers.

Professional learning on both the Model State Standards and the district benchmark standards was designed by each curriculum team at the completion of the writing for each curricular area and provided to the appropriate teachers.

2. Adoption of the Common Core State Standards:

Timeline and Process

The Green Bay Area public schools adopted the Common Core State Standards in the spring of 2010. The following is a timeline of curriculum alignment and implementation:

English Language Arts

2010-2011

Throughout the 2010-2011 school year, curriculum for current elementary and secondary ELA courses was reviewed to determine alignment with the Common Core State Standards (CCSS).

Grade K-6 teams were organized and provided with professional learning to begin the writing of the curriculum and selection of resources to align with the CCSS. This began with professional learning on the understanding of a "standards-based" versus a "standards-referenced" curriculum.

Curriculum teams worked in partnership with CESA 7 to provide additional support in the understanding of the CCSS by unwrapping the standards and learning more about the specific skills, strategies and proficiency outcomes at the end of each grade level or grade band.

Teams of content teachers at the secondary level were formed to look at the 6-12 Literacy Standards for History, Social Studies, Science and the Technical Areas. The goal was to support teacher understanding of the role they play in teaching students to read, write and think as historians, scientists, etc.

2011-2012

The formal process of writing curriculum aligned with the CCSS began this year for all K-6 ELA writing teams. Essential questions, assessments, a progression of learning and grade specific units of study were developed by all teams. Mentor texts for whole group instruction, along with text sets at various instructional levels for small group instruction, were selected as resources to support the learning of the new standards.

Grades 7 and 8 ELA teams began the process of deepening their understanding of the CCSS and aligning their curriculum work with expected grade level outcomes.

2012-2013

K-8 curriculum teams continued their work on writing curriculum, designing assessments, developing a pacing guide, a learning progression and writing units of study that included additional resources to support the learning of the CCSS. Professional learning was also provided for all teachers to ensure that they understood the implications the CCSS had on teaching and learning in the classroom.

Grades 9-10 began their work with aligning ELA 9 and ELA 10 with the CCSS. An additional shift was made to learning about an instructional framework for all ELA classrooms that allowed opportunities for small collaborative group learning at a student's instructional level.

2013-3014

Grades K-8 began implementation of the new curriculum aligned with the CCSS in the fall of 2013.

Grades 9-10 are continuing their work on designing new curriculum and selecting resources that align with the CCSS.

Grades 11-12 have begun the work of unwrapping standards and designing curriculum to align coursework for both ELA 11 and grade 11-12 ELA electives to the CCSS.

Math

2010-2011

Throughout the 2010-2011 school year, K-5 curriculum teams began work to unwrap the Common Core State Standards for Math. Resources were evaluated and the adoption of ***Math Expressions*** was approved as a resource to support teaching and learning in the classroom.

Teachers were provided with professional learning on the CCSS and the new resource in June of 2011.

2011-2012

K-5 teachers began implementation of the new curriculum using the adopted resource to design lessons aligned with CCSS. Additionally, professional learning was provided for teachers through math content leaders at a building level. The professional learning was on the Mathematical Practice Standards and grade level skills, strategies and proficiency outcomes outlined in the CCSS.

2012-2013

Grade K-5 continued their work on providing professional learning through math content leaders on deepening their understanding of the CCSS and implications to teaching and learning in the classroom.

Grades 6-9 began work on unwrapping the CCSS for grades 6-8 and Algebra 1. The Essential questions, common assessments and learning progressions were designed. Mathematical Practice Standards were examined and embedded throughout the learning progressions. Professional learning for grades 6-9 included an inquiry-based instructional framework.

Curriculum teams began the work of aligning Geometry to the CCSS in the spring and continued their work over the summer.

2013-2014

Curriculum teams have begun the work of aligning the curriculum for Geometry to the CCSS. Additionally, all grade 6-12 teams are in the process of piloting resources to make an informed decision on which resources should be adopted to best support the teaching and learning of the CCSS in the classroom.

Curriculum teams will begin the work of aligning Algebra 2 to the CCSS in the spring of 2014.

Augmentation of the Standards:

Curriculum writing teams have focused on developing a scope and sequence, pacing guide, and lesson progressions at each grade level to guide the teaching and learning in the classroom. Common assessments and units of study have been developed in the area of ELA and math. Exemplar learning plans have been written to guide teacher decision-making focused on best instructional practices.

Impact on District Initiatives:

Staffing

Since the adoption of the ELA and math CCSS, six additional elementary literacy coaches have been hired to ensure that teachers are supported at all elementary schools. In addition, full-time literacy coaches have been hired in grades 6-8 and part-time in grades 9-12 to support the implementation and job embedded professional learning in the ELA classrooms.

Elementary math content leaders and secondary math coaches have been hired to support the implementation of math CCSS in K-12 classrooms throughout the district.

Professional Learning

The CCSS has made our district rethink the way we provide professional learning to our teachers. To sustain the deep learning that needs to take place, quality learning needs to happen within the context of a job-embedded, gradual release of responsibility model. The one-size-fits-all model of the past will not support the various needs of teachers. An apprenticeship approach to professional learning, allows for teachers to engage in meaningful colleague conversations within the shared context of the classroom.

RtI-Response to Intervention

Quality, rigorous universal curriculum is the foundation for increased student achievement. When students are not responding to the universal curriculum, we need to provide a tiered

approach to additional opportunities for learning. The CCSS provides us with a K-12 continuum of learning that supports an understanding of the gaps a student may have in learning and provide direction for intervention.

New Rigor

The Teaching & Learning Department, in collaboration with district literacy and math leaders, believe that the adoption of the Common Core State Standards has provided our district with an opportunity to increase the expectation of rigorous learning in our classrooms. Just adopting the standards is not at the heart of increasing the rigor of learning. It is the collaborative learning, focused on a deep understanding of the standards, which has a direct impact on shaping a teacher's practice in the classroom and providing children with an environment for rich and rigorous learning. Additionally, the CCSS has provided us with the opportunity to design standards based curriculum versus standards referenced curriculum. This will support the creation of formative and summative assessments that measure expected outcomes at the end of each grade level.

The CCSS has provided us with a shared context and focused attempt to support all teachers in the understanding of grade level outcomes, the need for both common formative and summative assessments and a national networking system to support our district initiatives around teaching and learning.

3. Common Core State Standards Cost Incurred:

As soon as the Common Core State Standards (CCSS) were approved three years ago our district went to work, because our teachers and administrators saw the increased rigor and were excited to put them into place. We felt they would help us better prepare all our students to be college, career, and community ready. Our teachers and administrators spent hundreds of hours rewriting curriculum to align with the CCSS and we also created report cards based upon the new standards. We purchased textbooks, materials, and technology to align with our new curriculum at a price tag of approximately $6 million. We also provided hundreds of hours of professional development for our teachers specific to the CCSS at a price tag of $540,000 because we wanted to be sure our teachers were very knowledgeable about the standards and well-prepared to teach using them.

The investment of money, staff time, and resources has been quite significant, at a total of $311 per student. If this amount per student is consistent across the state, it would mean Wisconsin taxpayers have already spent a total of $270 million for the work to align district curricula to the CCSS.

4. Curriculum Renewal Cycles:

It is the Teaching and Learning Department's belief that curriculum needs to be in a continuous renewal phase. Due to the advancement of technology and global communications, we know that our societal needs are rapidly changing. As a result, characteristics of a proficient graduate are continuously being revised. Having a formal review cycle, with a process to reflect on the changing needs of our workforce, will support an education system that remains progressive and intuitive to the demands of a changing society.

We support a state initiative focused on a curriculum renewal cycle that includes formal review of academic standards every 5 to 7 years. This aligns with district past practices for curriculum revisions. In addition, we believe that we need to support a curriculum process where teachers at the building level are continuously reflecting upon their student needs and creating content specific units of study and learning plans designed to meet those needs. We need to support a district structure that promotes the design of Professional Learning Communities where a culture of learning is nurtured. We need to provide principals and teachers collaborative time with colleagues to go deeper with their own understanding of the critical teaching and learning that needs to take place in our schools and most importantly, individual practice in the classroom.

October 16, 2013

Good afternoon. My name is Brenda Warren, and I am President of the School Board for the Green Bay Area Public Schools.

As soon as the Common Core State Standards (CCSS) were approved three years ago our district went to work, because our teachers and administrators saw the increased rigor and were excited to put them into place. We felt they would help us better prepare all our students to be college, career, and community ready. Our teachers and administrators spent hundreds of hours rewriting curriculum to align with the CCSS and we also created report cards based upon the new standards. We purchased textbooks, materials, and technology to align with our new curriculum at a price tag of approximately $6 million. We also provided hundreds of hours of professional development for our teachers specific to the CCSS at a price tag of $540,000 because we wanted to be sure our teachers were very knowledgeable about the standards and well-prepared to teach using them.

The investment of money, staff time, and resources has been quite significant, at a total of $311 per student. If this amount per student is consistent across the state it would mean Wisconsin taxpayers have already spent a total of $270 million for the work to align district curricula to the CCSS.

After our considerable investment in preparing for the CCSS, we are now faced with the possibility that the governor and state legislature will decide to replace them with something that has yet to be determined. Changing direction with our state standards at this late date is not a prudent decision nor is it a wise use of taxpayer dollars.

The CCSS are much more rigorous than the previous Wisconsin standards. They have required our teachers to explore new and exciting teaching strategies. One of our district's very experienced and superb language arts teachers said to me a year ago after a 2-day in-service on the Common Core State Standards, "Wow, if we do this right, we will have something better than we've ever had before." I respectfully ask you to please let us work under the CCSS, for the sake of the taxpayers and our students. Once we have taught using them for a couple of years, it will be much easier to see where improvements could be made. This will also ensure that the investment of time, resources, and $270 million already spent by districts across the state will not go to waste. Thank you.

Green Bay Press Gazette – February 24, 2014
Editorial: Scrap Senate bill, not Common Core

A proposal in the state Senate would establish a board to set state academic standards, effectively ending the Common Core.

Adopted four years ago by state Department of Public Instruction Superintendent Tony Evers, the Common Core sets academic standards for public school districts in the state. Wisconsin is one of 45 states that have signed on.

Wisconsin schools are in their second year of teaching a curriculum that meets the rigorous standards for math and reading. Tests are scheduled for fall 2014 to assess the progress. (The science and social studies standards have been put on hold as costs are examined.)

Now some Republican legislators want to undo what has been in place in classrooms the last two years and the very standards the DPI has been using since 2010 to guide its curriculum and education decisions.

The Common Core standards have had their opponents, both in the Legislature and in the classroom, but it would be unwise and premature to scrap them now. It appears that politics, not education, is the driving force

Gov. Scott Walker has supported the Common Core in the past. In 2012 in the governor's Read to Lead Task Force report, Walker wrote how the state adopted the Common Core "in response to the need to improve state standards and create a common set of expectations for children across the country." He called the new standards "more rigorous."

Since then, it appears he has backed off that claim and now backs this current Senate proposal.

Under SB 619, a 15-member Model Academic Standards Board of educators, parents and people with an education background would be created to draft standards. The DPI superintendent would serve on the board as well as four people he or should would appoint; the governor would name six members; the Senate majority and minority leaders would appoint one each; and the Assembly speaker and the minority leader would each appoint one.

If this is truly to be objective and nonpolitical, why does the governor appoint more members than the DPI chief?

Critics of the Common Core cite the loss of local control and the lowering of standards.

First of all, the Common Core wasn't required by the federal government. It wasn't even produced by the federal government. It was developed by a national group of state school officials with leadership from the National Governors Association and the Council of chief State School Officers.

Plus, it sets a baseline for standards. Schools can exceed the standards if they decide. Also, the schools set the curriculum; the Common Core doesn't.

Green Bay School District Superintendent Michelle Langenfeld wrote to legislators that the Common Core "closely aligns with the skills our partners in higher education and the business community identify as necessary to ensure college and career readiness" through a "rigorous and relevant curriculum."

Second, how does the Common Core lower academic standards? By all accounts, the standards are higher. At a hearing on Common Core, West Bend School District Superintendent Ted Nietzke called them "the highest standards I've seen."

Walker has called for "higher and more rigorous" academic standards, without stating what that means. In fact, the standards are more rigorous.

What opponents don't mention is the cost. Schools in Wisconsin have already spent $25 million to adopt the Common Core standards. Langenfeld's letter to legislators says that educators here have put in time, energy and resources in "implementing curriculum, instruction and measures aligned to the Common Core."

If the Common Core were an absolute failure, we'd support changing course. But there's no evidence of that. What we do see is a minority viewpoint that strikes the popular chord of loss of local control, something we haven't seen.

These academic standards haven't even had a time to work, and it would be unwise to scrap them for a more politicized

March 6, 2014

GREEN BAY AREA
PUBLIC SCHOOL DISTRICT
All learning. All growing.

Thank you for the opportunity to speak. My name is Michelle Langenfeld and I serve as the Superintendent of Schools and Learning in the Green Bay Area Public Schools.

Since the adoption of the Common Core State Standards in 2010, we have invested time, energy and resources developing and implementing curriculum, instruction and measures aligned to the Common Core. We chose to invest, not because of any mandate, but because the Common Core supports our district's mission, ensuring that all students are college, career and community ready inspired to succeed in our diverse community.

More specifically, we chose to invest in the Common Core State Standards for the following reasons:

- The CCSS are much more rigorous than the previous Wisconsin standards.
- The CCSS closely align with the skills our partners in higher education and the business community identify as necessary to ensure college and career readiness.
- The CCSS ensure that a student can move across the state or even the country and expect to have access and receive a high quality education, aligned to college and career readiness standards, regardless of zip code.
- The CCSS provide a clear set of learning targets identifying what is expected of students to know and be able to do. This affords not only teachers and students but also parents, as well as the community, a common language and shared understandings. In doing so, parents and community can more meaningfully engage in the education of ALL children from cradle to career.

Since the adoption of CCSS, we have invested taxpayer dollars as follows:

- $6M – We purchased textbooks, materials, and technology to align with our new curriculum at a price tag of approximately $6 million.
- $540,000 – We provided hundreds of hours of professional development for our teachers, specific to the CCSS at a price tag of $540,000.

The investment of money, staff time, and resources has been quite significant at a total of $311 per student. If this amount per student is consistent across the state, it would mean Wisconsin taxpayers have already spent a total of $270 million for the work to align district curricula to the CCSS.

After considerable investment in preparing for the CCSS, we are now faced with the possibility that the governor and state legislature will decide to replace them with something that has yet to be determined. Changing direction with our state standards at this late date is not a prudent decision nor is it a wise use of taxpayer dollars.

Wisconsin school districts have been exhausting current and adding additional resources so that both students and educators are successful in meeting and exceeding the Common Core State Standards.

Never has it been more important that we support our schools in their commitment to each student to be college, career, and community ready.

Please consider the following:

1. Costs
   - Where will the money come from if CCSS are scrapped?
   - Do taxpayers deserve to re-invest in something that we haven't even had time to implement and measure?
   - Do the students in the state of Wisconsin deserve to go backward?

2. More Rigorous "Wisconsin" Standards
   - What is the replacement?
   - How do we know the current standards are not rigorous enough?
   - How will we know if and when the new standards are better?

We respectfully ask you to please continue our work on the CCSS for the sake of Wisconsin's children and Wisconsin's taxpayers. We recognize that there is always room for improvement. Please give us the time needed to carefully evaluate the implementation and student outcomes. When we do this, it will be much easier to see where improvements could be made. This will also ensure that the investment of time, resources, and millions of dollars already spent by districts across the state will not go to waste. Thank you.

Superintendent Aaron Sadoff Testimony on SB 619

Public Hearing – Madison, WI – Thursday, March 6th, 2014

Aaron Sadoff – Superintendent the School District of North Fond du Lac
Email – asadoff@nfdlschools.org
Phone (mobile) – (920) 539-7151 – Phone (school) – (920) 929-3750

Thank you for the opportunity to share my thoughts and beliefs today about not only SB 619, but also on the past three years of unbelievable change, growth, improvement and strain in public education. I have been fortunate to be an educator since 1997, serving as a middle and high school teacher in Manitowoc and Fond du Lac as well as an administrator in North Fond du Lac. For the past 5 years I have served as superintendent of the School District of North Fond du Lac seeing the world of education switch from labor to work relations, embrace higher accountability for students, educators, schools and districts, as well as finally adopt and work to implement with fidelity some great skill expectations that raise the bar for all students to be more prepared for career and college. And now we are on the brink of implementing a statewide, on-line, adaptive assessment that will assess to specific standards helping us better measure achievement and growth! The Common Core State Standards are at the heart of this transformation.

Today I want to share three things with you that will help explain my understanding, as well as many of my colleagues understanding of SB 619 and the future of education. These topics are:

- the new importance of cupcakes
- plumbers and electricians
- and finally a lesson I learned from my dad.

Yesterday I was fortunate to visit our Family and Consumer Education classroom and talk with our culinary arts teacher Jill. She is an amazing educator who I believe will help us become a premier culinary arts program not only in the state but nation. As we were talking about her students and an upcoming competition, I shared with her the great opportunity I had today to testifying about the powerful new math and language arts standards that we are implementing (aka Common Core). She immediately said, "Since the common core, making a cup cake is math and language arts, before it was just baking." She went on to explain that for the first time in her career she feels that she can support our students in the important skills of math and language arts because she knows the expectations of skills (standards) that are expected from her students at his or her grade level. The Common Core articulates specific skills at different levels that she, as well as physical education, art, music, social studies, science, business, and all other educators can support through each of their unique and engaging content areas! No longer is math taught only in math, no longer are English teachers the only ones that teach reading and communication. Because of the Common Core and the implementation that we have been doing across this great state for the last 3 years a cup cake is now about math, a cup cake is now about communication and presentation, a cup cake is a vehicle to get our students to acquire and master skills necessary to be career and college ready. It is no longer just a baked good!

Second, as I review SB 619 and reflect on the hearings I have attended and participated on the Common Core State Standards, both in May of 2013 in Madison and this past October in Fond du Lac and today. I realize I have not been to or heard of hearings that are being held on electrical standards, plumbing standards, construction standards, health regulations, automobile standards, bridge building standards, etc. The

Governor's Association commissioned a group of professionals to develop more rigorous and relevant math and language arts standards to help the United States of American leap forward in its expectations of all children, to prepare them better to compete in a new world economy and a significantly changed career and job force. The standards were developed, vetted and adopted. **THEY ARE SKILLS, not curriculum. They are the "what" of education, not the how!** They are cognitively measured, educationally developmentally appropriate and a great base line. Now because of these standards, and the assessments (Smarter Balanced and ACT assessments) that you, the legislature, has funded that will measure how we are doing helping students achieve and grow – our state is finally on a track to have our Report Card and other tools begin to have reliability and validity AND no matter where in this great state a family moves – parents can be assured that their child will not miss-out on important math and language skills. The Common Core State Standards were developed by a group of professionals, not politicians – much like our current electrical and plumbing standards! I guarantee none of you, unless you were engineers or master plumbers or electricians would feel comfortable with developing and reviewing the standards for wiring a house, or the standards for waste water treatment or standards for bridge construction – you would leave that to the professionally trained personnel that understand those processes – please allow education to be treated the same.

Finally, I would like to tell you a story (one many of you probably encountered in your life) about my dad, Richard Sadoff. He passed away 13 years ago, but lives with me every day. He was big in to restoring old cars and building things. He had a "gear-head" gene that missed me. Whenever he had time, he was in the garage working, street-rodding a 1936 Chevy Pick-up, restoring a 1920's Model-T, customizing a 1946 Dodge cab-over, building a trailer, restoring pedal cars, you name it, he built and fixed it. He knew cars, antiques and how to build like no one I ever knew. Everyday when I went to see him in the garage, I would ask how I could help. At first he would give me things to do, but found out quickly, I made more work for him than I helped. Finally, one day when I asked how I could help, he said, "if you really want to help me, please stay out of my way!" He said it in a caring and meaningful way, he said that if he needed help, he would ask (which he did periodically and I became a great garage helper – supporting him)!

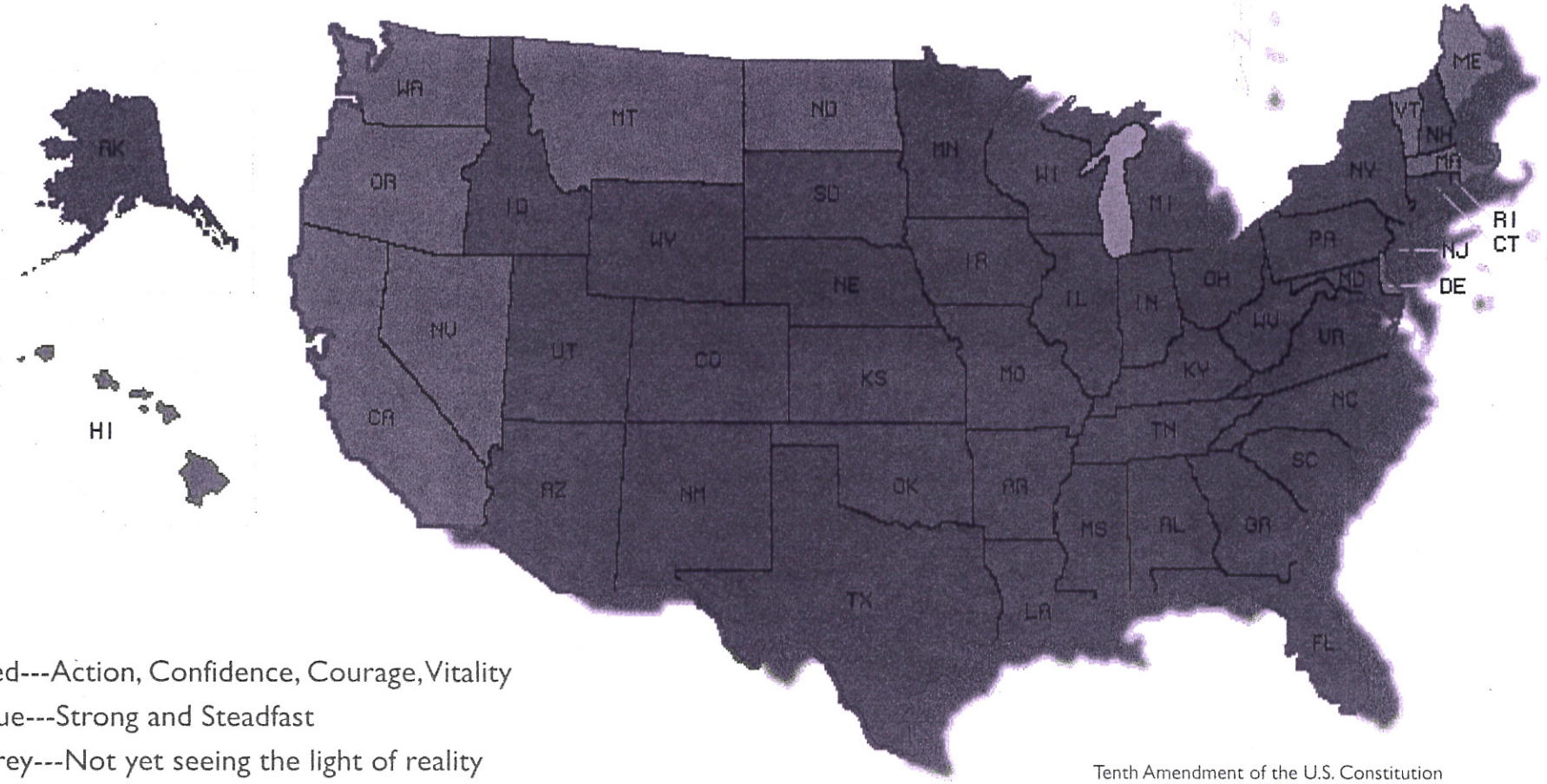
Today I ask all of you the same thing, please stop trying to help. You have passed many bills to change how our schools and educators are evaluated, you have passed legislation to eliminate collective bargaining as it was known, you have balanced the state budget with great sacrifice from the public sector employees, you have funded new and imported assessments, Smarter Balanced and ACT, you have decided that it is good to use public taxpayer dollars to fund private schools that are not held accountable for results. You have done many things to help and some things that have and still are causing significant strife, and now, as my dad would say, and on behalf of the students, educators, support staff, and my colleagues here today; please stop trying to help and start supporting public education! We do not need more laws, more government, more committees - we need support and resources. We all want to improve and we all want to serve our students better! Thank you for your time and listening today.

Retaining Constitutionally Guaranteed Liberty and State Sovereignty

- - Rejection Pending
- - Rejected CCSS
- - Waiting for Reality

Rejecting the Common Core State Standards

February 20, 2014



Red---Action, Confidence, Courage, Vitality

Blue---Strong and Steadfast

Grey---Not yet seeing the light of reality

Tenth Amendment of the U.S. Constitution

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.

Truth in American Education

www.truthinamericaneducation.com

Retaining Constitutionally Guaranteed Liberty
and
State Sovereignty
Rejecting the Common Core State Standards

The Pending Rejection states are so marked as a result of serious discussion or action taken towards withdrawing from the Common Core State Standards, withdrawing from PARCC or SBAC, delaying implementation of standards or assessments, or not funding the implementation. The discussions or actions considered include public forums, legislative bills, and hearings on state legislative floors in 2012, 2013, or 2014.

Alabama
- SB 190 https://app.box.com/s/oz1r70tkybijonntkpm2
- SB 403 https://app.box.com/s/dzauumx9zoei49y4jl5x
- HB 565 https://app.box.com/s/m1taedpouymza2fb32ol
- HB 254 https://app.box.com/s/r44s60nterkaz35iy3m9

Arizona
- SB 1153 https://app.box.com/s/v2cf5o339kv5gv7g0m7j
- SB 1095 https://app.box.com/s/ua8dialp9dkpstl6qozj
- HB 2316 https://app.box.com/s/m1veixv13wg75hq3e1mh
- SB 1310 https://app.box.com/s/p0awf6zpukhqci42yl33

Arkansas
- HR 1007 https://app.box.com/s/4zna2wx7kwjeak3vcufk

Colorado
- SB 14-136 https://app.box.com/s/cfxev0aab3k8k3qqipqe

Connecticut
- SB 53 https://app.box.com/s/g8upvgq1p9mkuori5tnk

Florida
- HB 377 https://app.box.com/s/1snrtv4o91t9zotdakix
- HB 25 https://app.box.com/s/36sps5xbfwe8e6y83k07

Georgia
- SB 167 https://app.box.com/s/y9bi4nuds5sfissp18v7
- SB 203 https://app.box.com/s/77eugqhv5nw3j71wx83g

Idaho
- Hearing http://www.idahoreporter.com/2013/common-core-ed-standards-face-hearing-in-house-committee/

Illinois
- HR0543 https://app.box.com/s/sbc352m5m0jvbszs938y
- SR0638 https://app.box.com/s/t6g6eq0brcj2alduoemf

Truth in American Education

Indiana
- SB 0193 https://app.box.com/s/px1jfvz1j0hdslmec5bf
- HB 1427 https://app.box.com/s/c9hq6pcoot83nysifnsm
- SB 91 https://app.box.com/s/7jni7cpnmufjzq5xjubi

Iowa
- HF 215 https://app.box.com/s/iyaoo5p5gcen0yhxxy7n
- HF 2140 https://app.box.com/s/ob8e9id5py6ow9da8cs4
- HF 2141 https://app.box.com/s/9nderfhssmv2looto6lz
- SF 2123 https://app.box.com/s/wbscw15arr2mj3cgj81t
- HF 2204 https://app.box.com/s/gy6azwn6u76jgntm8hjs

Kansas
- HB 2289 https://app.box.com/s/82cre25e5odaqmrizr4s
- S Sub for HB2391 https://app.box.com/s/m7ex4oe0yfa7atie0k8x
- HB 2621 https://app.box.com/s/3dfx7c5y7a36697u0xzo

Kentucky
- HF 215 http://www.lrc.ky.gov/record/14RS/HB215.htm

Louisiana
- SCR 68 https://app.box.com/s/wm7q4m7yfcluem2d81t8

Maryland
- HB 76 https://app.box.com/s/tpqk0noqlvbltw3cos4a
- SB 408 https://app.box.com/s/s1zqphco5oolubsjv9k3

Michigan
- HB 4328 https://app.box.com/s/6a3oxd9hqy1ru7wq5ehc
- HB 4276 https://app.box.com/s/jis7lkpbbca1laurb09g

Mississippi
- SB 2736 https://app.box.com/s/t4ypxfmyg95j5dyptlql
- HB 1708 https://app.box.com/s/693ssfy7z9ikcx8eoto9
- SB 514 https://app.box.com/s/syfu1qlpgcz14t3qkq5t
- SB 798 https://app.box.com/s/er12hdeuitcsuabhk6wa

Missouri
- HB 616 https://app.box.com/s/t38c58vzzomx7jqtn0bx
- SB 210 https://app.box.com/s/v0xx9xf3os68qlttemkf

New Hampshire
- HB 1239 https://app.box.com/s/bma2z55r77iipbnlw9ch
- HB 1508 https://app.box.com/s/9vvj0vpx8nb1ulv756lo
- HB 1496 https://app.box.com/s/lkjqulv202a6umyofwad

New Jersey
- S2973 https://app.box.com/s/v5flbbjim3adam0q7er9
- A4403 https://app.box.com/s/cgdxx7p8qgi8y2wg3i3p

New Mexico
- SB 296 https://app.box.com/s/qnru35i1hyhcsoyzbqba

New York
- AO7994 https://app.box.com/s/c79cqxquvcflv1un94h9
- S 6267 https://app.box.com/s/ek97pcoe7sucgy64wsmm

North Carolina
- HB 733 https://app.box.com/s/a0d64izixm12hd40bi8z
- HB 718 https://app.box.com/s/u8v3h2c92d6rn0mwoqt5

Ohio
- HB 237 https://app.box.com/s/8z1ax20dati377677y6j
- HB 413 https://app.box.com/s/8iv8v9hwn3iwvhb8ucip

Oklahoma
- HB 1907 https://app.box.com/s/cbvc26wb40ryz51m5qkv
- SB 1146 https://app.box.com/s/pr9y0zrofmpnj5a4qors
- HB 2786 https://app.box.com/s/kd01x62cnwyz9tsnay5z
- HB 2849 https://app.box.com/s/rkwm04hnc4tkprd8brjm
- HB 3331 https://app.box.com/s/qb3miqhz4135pl7fxfir
  HB 3166 https://app.box.com/s/qbrtxehak5ktf9sf7a9c
- HB 3399 https://app.box.com/s/npiqtmeytwv7vgl50kkq
- SB 1310 https://app.box.com/s/7ts4rixlntyu41parxxb

Pennsylvania
- HB 1551 https://app.box.com/s/rwujorp5tufffyvyfrbb
- HB 1552 https://app.box.com/s/ljdemab78cvapyumpknn
- HB 1553 https://app.box.com/s/34m6l01pi1yy6812dmem
- HB 1555 https://app.box.com/s/8012g8wr9yf0039j2s2v

Rhode Island
- H 7095 https://app.box.com/s/zfai74640nvz0mjhtfb9

South Carolina
- SB 300 https://app.box.com/s/znvp0kg9i0n9o2pc2htc
- HB 3943 https://app.box.com/s/5t2uh7rlo12ylnkq4sqd

South Dakota
- HB 1204 https://app.box.com/files/0/f/874055226/1/f_8049280940
- HB 1237 https://app.box.com/s/ri01px8g7hwb4l89k2a4
- HB 1214 https://app.box.com/s/tcd9k7cz5iqowgj0945j
- HB 1187 https://app.box.com/s/6kcuh2rp7q0c6hcsugvy
- HB 1243 https://app.box.com/s/ia281pj73cjtgzlk6kpp

Tennessee
- SB 2405 https://app.box.com/s/9x0uc718fqjtwjgd0sg9
- HB 1549 https://app.box.com/s/4qn2kylk8kddhfzefq83
- HB 1826 https://app.box.com/s/ra3kjwml9pwu6jptalex
- HB 1825 https://app.box.com/s/dy4qex6l8i812jj0c7un
- HB 1828 https://app.box.com/s/bv27ui88gngw4yjuuhuw
- HB 2253 https://app.box.com/s/jom2p38ty2rg1vye4gjq
- HB 1696 https://app.box.com/s/rsw1s1mcbde5uojbqf70
- HB 2290 https://app.box.com/s/3gcvz0s03wel3bxjkrcv

Texas
- HB 462 https://app.box.com/files/0/f/874055226/1/f_8049165958

Utah
- S.C.R. 13 http://le.utah.gov/~2012/bills/sbillint/scr013.pdf
- HB 0342 https://app.box.com/s/gd935wrfjexwj8x4r8oz

West Virginia
- SB 429 https://app.box.com/s/iwljn0zg8y7mzzb3g9yv
- HB 4390 https://app.box.com/s/q117slkkwfsx9ww3q3e9

Wisconsin
- SB 619 https://app.box.com/s/y6zz0y2x2zn4rkkfmwst

Wyoming
- HB 0097 https://app.box.com/s/7rfzy5aeaolupry39z7n

Most of the links provided above are to legislative bills. It is not possible provide links to all of the media coverage, hearings, and public forums addressing issues related to the Common Core State Standards. The links above are only provided to show a state meets the stated criteria and qualifies as a Pending Rejection state.

A more complete document containing links to the history and bills can be downloaded at
https://app.box.com/s/o2xocppza49hi6oiu73j .

MN appears on the map as having rejected the CCSS. MN did not adopt the CCSS for Mathematics. MN and the other states presented in blue are shown on the Common Core State Standards Initiative map as Not Yet Adopted.
http://www.corestandards.org/in-the-states

Visit the **Truth in American Education** Related Websites page for links to groups actively working to stop the Common Core State Standards implementation and related issues.
http://truthinamericaneducation.com/about-us/related-websites/

Legislative Hearing on K-12 Standards
SB 619
March 6, 2014

Good Morning, my name is Gary Vose. I have served on the Kettle Moraine School Board for the past 27 years and currently serve as Board President. In addition, I have worked in the private sector for the past 40 years, having worked for such companies as the Brady Corporation, Rockwell and Ford Motor Company.

I believe we can all agree on a few basic principles:

1) **The state of Wisconsin is in need for more rigorous K-12 standards – both the Common Core Standards or the Wisconsin based standards being proposed would provide this.**
2) **We should be able to compare our student achievement levels not only within our own state but also between the other states and internationally. Only the Common Core Standards would allow for these comparisons.**
3) **Implementing the Common Core Standards next school year as scheduled will provide the increased rigor we all know is needed at least 2-3 years in advance of any new standards and new testing that would need to be developed.**

4) **Developing a new set of Wisconsin based standards and testing would require the expenditure of millions of additional tax dollars at a time when our schools and the state as a whole are striving to reduce spending wherever possible.**

5) **Both Common Core Standards or new set of Wisconsin based standards would retain local control over all curriculum – and this should not be changed.**

I would also point out that Jim Morgan, Foundation President of WMC (Wisconsin Manufacturers and Commerce) has recently announced their strong support for the implementation of the Common Core Standards.

At a time when our Governor, state and nation have placed such a high priority on producing new jobs and having students with the necessary skills to fill these jobs, the last thing we should do is pass new legislation that would clearly slow down this process. As a result, I urge our legislators to oppose Senate Bill 619

Thank you.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Ronald Welch
Name

3/4/14
Date

1110A Summit Boulevard.
Street Address or Route Number

SB 619
Subject

Algoma, WI 54201
City/Zip Code

Algoma Public Schools
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

I submit a small packet of material in opposition to SB 619. The packet represents the Algoma School Board, staff, administration, and community. As the superintendent of the Algoma Public Schools, not a single person has reached out to me to support this bill. Please oppose SB 619 in all you do.

Please return this slip to a messenger promptly.

School District of Algoma
1715 Division Street
Algoma, Wisconsin 54201
District Administrator
Ronald Welch
Telephone: (920) 487-7001
Fax: (920) 487-7016
E-Mail: rwelch@alghs.k12.wi.us
Administrative Assistant
Tammy Schneider

7-12 PRINCIPAL / ATHLETIC DIRECTOR
Nick Cochart
PK-6 PRINCIPAL / SPECIAL ED DIRECTOR
Tracey Gunderson
BUSINESS MANAGER
Gail A. Haack
ASSISTANT BUSINESS MANAGER
Beth DeMeuse
TECHNOLOGY DIRECTOR
Jason Melotte

BOARD OF EDUCATION
Barbara Rodgers, President
Ann Schmitz, Vice President
Patricia Qualman, Treasurer
Priscilla Swoboda, Clerk
Eric Pieschek, Member
David Wessel, Member
Joann Wiesner, Member

3/5/2014

Dear Legislative Leaders:

I suspect I do not need to list all the supporting evidence for the continued use of the Common Core State Standards so I will be brief. The staff, administration, and school board of the School District of Algoma all support the Common Core State Standards. I have enclosed documentation about the Common Core that gives wonderful credibility to our support.

Now the practical side of the debate…virtually everyone that I speak to in my community sees no reason not to continue supporting the Common Core State Standards. Business folks-and you know the WMC has come out in support of the Common Core-and non-business folks alike know the hard work our staff has put in on this and they see that our work is paying off and believe in our continued support. I have attached a letter from a diverse group of citizens that make up our Algoma Optimists Club that notes their continued support. I have likewise included a letter from a representative staff member and 2 school board members…all encouraging you to VOTE NO to SB 619. Again, not a single person in our community has contacted me to suggest we need to eliminate continued use of the Common Core State Standards.

Thanks you.

Sincerely,

Ron Welch

Ronald Welch

To: Ron Welch
Subject: FW: [wispublib] Resources Supporting the CCSS - Military Support

-------- Original Message --------
Subject: [wispublib] Resources Supporting the CCSS - Military Support
Date: Tue, 4 Mar 2014 16:58:00 -0600
From: Shelley Joan Weiss <shelleyjoan.weiss1@gmail.com>
Reply-To: Shelley Joan Weiss <shelleyjoan.weiss1@gmail.com>
To: WISPUBLIB, a DLT Discussion List. <wispublib@lists.dpi.wi.gov>

Greetings!

I apologize for the length of this e-mail, but it contains information that may be helpful to you as you discuss the Common Core State Standards with others. Also this information may be helpful to you as you write to your legislative representatives. Thank you for understanding. Please share widely.

I am proud to be the Wisconsin Commissioner for the Interstate Compact for the Education of Military Children. I work to ease the transition for the children of military families as they enter schools. I work primarily with districts and schools to ensure they are aware of the law and the types of support they can offer the children of military families.

I am sharing information from military organizations and organizations that include and represent military leaders and families about their support of the Common Core State Standards. As you will read in the attached information, having Common Core State Standards that are consistent across districts and states is extremely important to the children of military families.

All highly mobile children, but particularly the children of military families face unique challenges when transitioning from school to school. I'm hoping you share my interest in removing as many barriers to success as possible for the children of military families. Additionally, like military families, military leaders, and corporate leaders, I want all graduates of the Pk-12 system to be competitive nationally and globally. I also want Wisconsin to be an attractive, competitive location for the military, businesses, and industry. As military and business leaders have highlighted, the Common Core State Standards raise performance standards for all children educated in public schools in the United States and in Department of Defense schools across the globe. The more well prepared our students are, the more well prepared they are to enter the military, higher education, and the world of business/industry.

I hope this information is helpful to you. If you have limited time to read all of the links, I encourage you to read the first one from the Military Child Education Coalition (MCEC) as it clearly points out the benefits of the CCSS to the children of military families.

Thank you for your support of the children of military families and all children in Wisconsin. Thank you for supporting the Common Core State Standards.

http://www.militarychild.org/public/upload/files/OTM-CommonCore.pdf - Military Child Education Coalition support of CCSS

http://www.dodea.edu/Back-to-School/commCore.cfm - Department of Defense Education Activity support of CCSS

http://highercorestandards.org/military-support-2/ Conservatives for Higher Standards support of CCSS

http://missionreadiness.s3.amazonaws.com/wp-content/uploads/PA-Common-Core-Report.pdf - Mission Readiness report supporting CCSS

http://expectmoretn.org/testimony-about-tennessees-common-core-state-standards/ - Expect More Organization (including military leaders) support of CCSS

http://www.ncreadyforsuccess.com/wp-content/uploads/2013/11/Common-Core-State-Standards-and-Military-Readiness.pdf North Carolina Military Readiness support of CCSS

http://www.corestandards.org/assets/ccsi_statements/StatementArmy.pdf - Army Accessions Command support of CCSS

http://www.mlive.com/education/index.ssf/2013/08 common_core_hearings_come_to_e.html - Brigadier General Michael Stone - MI Army National Guard and Chester Finn, President of the Fordham Institute support of CCSS.

http://businessroundtable.org/media/blog/broad-support-for-common-core - Brigadier General James Hart (ret), USAF support of CCSS

http://www.murfreesboropost.com/haston-common-core-is-good-for-the-military-cms-36768 Major General Terry "Max" Haston, TN support of CCSS.

http://expectmoretn.org/testimony-about-tennessees-common-core-state-standards/ Lieutenant Colonel Eric Goslowsky, TN National Guard support of CCSS

http://businessroundtable.org/media/blog/support-stands-out-for-common-core
Major Douglas C. Rapp, IN National Guard support of CCSS

w.wrta.com/pages/16364629.php? - Military leaders in PA support of CCSS

http://dailycaller.com/2013/10/07/support-for-common-core-strong-in-u-s-military/ - Article in the Daily Caller - Military Families support of CCSS

http://www.jacksonsun.com/article/20140202/OPINION/302020011/Castellaw-Darnall-column-Common-Core-matter-national-security?gcheck=1&nclick_check=1 - Article in the Jackson Sun - CC - a Matter of National Security, support of CCSS

http://www.stripes.com/news/veterans/military-veterans-to-support-common-core-education-standards-1.271036 - Article in the Stars & Stripes - military retired leaders support of CCSS

http://www.rand.org/content/dam/rand/pubs/occasional_papers/2012/RAND_OP384.pdf - RAND institute white paper supporting DoDEA implementation of CCSS

http://www.cgcs.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=125&ViewID=047E6BE3-6D87-4130-8424-D8E4E9ED6C2A&RenderLoc=0&FlexDataID=898&PageID=1 - Council of the Great City Schools includes cities and schools who serve many military families. Support of CCSS

http://www.crockettpolicy.org/common_core_roundtable - Crockett Policy Institute Roundtable support of CCSS

Shelley

Shelley Joan Weiss
608.698.2409
Wisconsin Association for Middle Level Education
Association for Middle Level Education
Wisconsin Commissioner for the Interstate Compact on Educational Opportunities for Military Children

@ShelleyJoWeiss
ShelleyJoanWeissFB
LinkedIn

COMMON CORE
STATE STANDARDS
WISCONSIN

Top 5 Things Educators Need to Know about the Common Core State Standards

1 World Class Standards

- The CCSS are more rigorous than Wisconsin's previous standards and are on par with what is taught in leading countries around the world. They promote creative and critical thinking over rote memorization and prepare students with the skills that they need to succeed in a globally competitive workforce.

2 Innovative

- The CCSS are rigorous, clear, and specific at each grade level, which eliminate the guesswork out of what students need to learn. This enables educators to create new, innovative, and more effective ways to actively engage students in learning and allows educators to more easily individualize instruction to meet student needs.

3 For All Educators

- The CCSS call for all educators to use the Standards for Mathematical Practice and the Standards for Literacy in All Subjects to support student learning in all classrooms in order to develop core skills such as to solve problems, communicate effectively, construct viable arguments, and to think critically and creatively.

4 Better Standards, Better Assessments

- The Smarter Balanced Assessment replaces the WKCE for math and ELA. It is computer adaptive, which will measure students' application of knowledge and skills and provide educators with more accurate and time-sensitive data to inform teaching and learning.

5 Forward, Not Backward

- Rigorous standards, aligned assessments, and educator and principal effectiveness work together to maximize student potential and ensure college and career readiness for all students.

To learn more about the CCSS, visit http://standards.dpi.wi.gov/prof-ed/professional-educator .

Why reinvent the wheel? This is a popular phrase used by educators and I assume it could be projected to many other fields of work. The question boils down to an idea that doing extra work for no reason is illogical. Senate Bill 619 seeks to do several illogical things and thus should die in committee.

Wisconsin has model academic standards. The common core would replace them and for many districts have *already* replaced them. Senate Bill 619 would create academic standards for the third time. Why? Is the graduation rate in Wisconsin on the decline? Are our ACT scores no longer near the top of the country? Did the educational budget cuts wreck our educational system? No. Senate Bill 619 is a takeover of DPI by the Congress and Governor of the state. Of the 15 appointees only 5 are chosen by the Superintendent of Public Instruction (an elected position to run our state's educational system). All of the other appointees are chosen by the Governor (6) and Party Leadership in the Assembly and Senate (4).

Why should our standards be dictated by partisan appointees? Why should religious schools get the same say as public schools in JCRAR? Why are our legislatures afraid of national standards for education? If the Senate wants to pass Bill 619 they certainly must answer these questions to the people's satisfaction.

If the Governor and Congress actually cared about education they would stop the continuous defunding of our schools, let any educator have their say in standards and stay out of the way of the people who are experts in the profession. Senate Bill 619 reinvents the wheel and it should die in committee.

Michael Kruis

Algoma High School

Social Studies Teacher

March 4, 2014

Senator Frank Lasee
District 1

RE Senate Bill 619

Dear Senator Lasee:

I write this letter in opposition to Senate Bill 619 as I believe it is not good for education in our state.

1. Much time, work, and money has gone into the successful implementation of the Common Core Standards and I fear this bill will cause school districts to regress in their effort to implement standard based improvement.
2. The state is in support of replacing the WKCE standardized test. Bill 619 will force new state assessments. School Report Cards are so new, do you really want a new assessment which we base them on?
3. How can public schools achieve and sustain their goal for long term student achievement if they are subject to continual change by the will of the political party in power at the time?

School Districts hire capable administrators to address the educational needs of their schools; that is their job. As a member of a school board, we have to be careful not to micro-manage the operations of the school district we serve. Unfortunately, that is exactly what SB 619 does, it allows the legislature to micro-manage the educational operations of our schools. Wisconsin has always been a leader in education. Our State Superintendent of Public Instruction is elected by the people. Just as we have to trust our elected legislators, you have to trust that he, as the head of the Department of Public Instruction will make the right decisions for education in our state. I ask you to please put politics aside and let the DPI to its job.....**vote NO on Senate Bill 619.**

Thank you for your time and consideration,

Pat Qualman

Pat Qualman
Algoma School Board
Algoma WI 54201

March 3, 2014

RE; Senate Bill 619

To whom it may concern,

As President of the Algoma School Board, as a parent, and as a concerned member of the community I am writing in strong opposition to SB 619 and in support of the Common Core Standards.

Our school district has put in large resources of time, effort and money into the preparation and use of the Common Core Standards. I believe that using the Common Core Standards in our educational system will help our students gain the knowledge and critical skills that will allow them to be successful in the world today.

It makes no sense to waste more time and energy developing and implementing a new set of standards when we have an effective plan in place that will greatly benefit the children of our state.

I urge you to vote NO to SB 619.

Sincerely,

Barb Rodgers

Barbara Rodgers

March 3, 2014

RE; Senate Bill 619

Dear Senator Lasee and esteemed members of the Wisconsin State Senate:

As concerned members of the community of Algoma, we are writing in strong opposition to SB 619 and in support of the Common Core Standards.

Our school district has put in large resources of time, effort and money into the preparation and use of the Common Core Standards. We believe that using the Common Core Standards in our educational system will help our students gain the knowledge and critical skills that will allow them to be successful in the world today.

It makes no sense to waste more time and energy developing and implementing a new set of standards when we have an effective plan in place that will greatly benefit the children of our state.

We urge you to vote NO to SB 619.

Sincerely,

The Algoma Optimists Club-A Friend of Youth

♀

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

TAMRA VAREBROOK
Name

MARCH 6, 2014
Date

17300 PLANK ROAD
Street Address or Route Number

SB619 WISTANDARDS BILL
Subject

UNION GROVE 53182
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization (*if applicable*)

Last May my 8th grade daughter brought home a Civics assignment (attached) crossword puzzle defining CONSERVATISM as:

RESTRICTING PERSONAL FREEDOMS

Because of LOCAL control, I was, within a week, able to go to the School Board and Superintendent to have this politicized, offensive, and entirely incorrect curriculum PULLED from the school district. Eventually the company also discontinued it.

If local control gives way to Common Core, we, AS PARENTS, lose all direct influence over our kid's education. The next time this happens I will not have choices to fight for my child.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Bernard Nikolay
Name

3-06-14
Date

118 S. Pleasant St.
Street Address or Route Number

SB619
Subject

Cambridge, WI 53523
City/Zip Code

Cambridge School District
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

As the district administrator of the Cambridge School District I strongly oppose this bill. Our district has invested a great deal of time and financial resources. We have come to know the standards well and feel they are an excellent guide for our teachers.

Our students have done very well in the many standardized tests our students are asked to take. I expect that we will do ~~very~~ even better with these new and improved standards.

BNy

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Michelle R. Palmer
Name

3/6/14
Date

1018 Hackberry Ln
Street Address or Route Number

SB 619
Subject

Madison, WI 53713
City/Zip Code

Registering: In Favor ☑ Against ☐

Organization (*if applicable*)

would appreciate oversight w/ greater input from (1) educators who are expert in curriculum development (2) child psychologists & (3) child development experts (4) parents more than legislators.

Please amend the bill to be including more of the above than more legislators to strengthen its purpose.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

David Guy
Name

3-6-14
Date

900 Westside Dr.
Street Address or Route Number

SB 619
Subject

Richland Center, WI 53581
City/Zip Code

Richland School Dist.
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Everything that I have to say will have been said against this Bill. I represent the teachers, parents, community members of my school, and most importantly the students of my school. We work very hard to raise the bar for our students, we need to continue to do so the best we can.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Rachel Schultz
Name

3-6-14
Date

515 N. Central Ave
Street Address or Route Number

SB 619
Subject

Richland Center, WI 53581
City/Zip Code

Richland Schools
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Common Core State Standards provide accountability for education, consistancy across the state and between States, and increases the rigor at each grade level. Each district has a local board - elected by taxpayers, and the State Superintendant is an elected position. There is plenty of elected accountability for determing Standards without needing another board.

Let us teach kids, and keep the politics out of our local schools.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

KEVIN KNUDSON
Name

3/6/14
Date

105 DOUGLAS ST
Street Address or Route Number

ASSEMBLY BILL 617 / SENATE BILL 619
Subject

BARNEVELD, WI 53507
City/Zip Code

BARNEVELD SCHOOL DISTRICT
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

ON BEHALF OF ALL STAKEHOLDERS IN THE BARNEVELD SCHOOL DISTRICT regarding SENATE BILL 619, that could halt the implementation of more rigorous reading and math academic standards that our district has ~~[illegible]~~ as already invested many hours and many taxpayer dollars, politicize education, and ultimately put the State Legislature, not the DPI in position of setting academic standards.

The effect of scrapping the Common Core Standards, aside from losing all the time and money we as a district have invested, replacing WKCE exams would require the state to write it owns state assessments that may or may not be online and adaptable with college-readiness.

The passage of these bills would be opening a "can of worms" in that it invites legislative meddling with the standards-setting process at a time

Please return this slip to a messenger promptly.

to adapt all kinds of changes.

In spite of all the time and money invested it is simply not the best we can do for our students. I urge you, on behalf of the School District of Barneveld; vote no on these bills

Respectfully,

Kevin Knuth – District Administrator
Barneveld School District

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Marc Christianson
Name

March 6, 2014
Date

206 W. Randolph St.
Street Address or Route Number

SB 619
Subject

Rosholt, WI 54473
City/Zip Code

Rosholt School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☑

The fact that 45 states have adopted Common Core Standards is a good indicator of how well-written and valuable they are. Maybe a ~~group~~ board of parents, teachers and ~~actm~~ school administrators should be appointed to re-draw legislative districts.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Lisa Quistorf
Name

3-6-2014
Date

3324 Adams Street
Street Address or Route Number

Bill 619
Subject

Two Rivers
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I oppose this bill - It is appalling that legislation would "scrap" all the staff development time, money and effort our district has spent creating a high quality curriculum that aligns with the Common Core State Standards. Our district, teachers have worked diligently as a team to develop a local curriculum using the Common Core as the standards to guide us in this process. This bill would literally toss out two years of the staff development and progress in implementing a curriculum that meets the needs of our students.

This bill makes NO sense educationally or economically.

This bill is a step in the WRONG direction in the state's efforts to replace the WKCE (Wisconsin and Knowledge and Concepts Exams.)

How can public education sustain improvement in student achievement if laws makers change course and expectations before we have time to show growth and progress?

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Cheryl Baker
Name

3/6/2014
Date

2079 Margaret Dr.
Street Address or Route Number

SB 619
Subject

Tomahawk 54487
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (if applicable)

As a Superintendent of a northern WI school district I see a turn about from the Common Core State Standards as nothing but detrimental to our students. The school district I represent has been implementing these standards in Math, ELA, and literacy since 2010. Like any standards WI schools would adopt, huge investments of time, energy and money have gone into the Common Core and the implementation of these standards which are significantly more rigorous than the previous WI Model Academic Standards. Please, do not do this to our students, committed teaching staffs and always shrinking budgets. As an educator for 33 yrs, I strongly stand in opposition to this Bill.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Kelli Jacobi — Name

3-6-14 — Date

665 Cooledge Ave., Suite B. — Street Address or Route Number

SB 619 — Subject

Rhinelander, WI 54501 — City/Zip Code

School District of Rhinelander — Organization (if applicable)

Registering: In Favor ☐ Against ☒

Academic Standards should remain in the educational realm and not become political. Legislators do not have the expertise. The Department of Public Instruction was developed to oversee education in the State of Wisconsin. Please allow DPI and educational experts in the State to do their jobs.

Thank you,

Kelli Jacobi

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Nissan B. Barlev
Name

3/6/14
Date

8657 N. Point Dr.
Street Address or Route Number

SB 619
Subject

Fox Point, WI.
City/Zip Code

CCSS

CESA #7
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

No need to inject politics into the classroom. The curriculum should remain academic driven — without any political interventions.

The Wisconsin constitution provides for an elective state Superintendent that is responsible for Wisconsin's Public Education. Please let the state Superintendent do his job!

(Republicans and Democrats alike)

48 Governors accepted the CCSS Common Core state standards as a tool to produce graduates that will compete successfully in the Global economy of the 21st Century. Please allow for that to happen.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Greg Nyen
Name

3.6.14
Date

1900 Polk St.
Street Address or Route Number

SB 619
Subject

Stevens Point, WI 54481
City/Zip Code

Stevens Point Area Public School District Registering: In Favor ☐ Against ☒
Organization *(if applicable)*

The Stevens Point Area Public School District has been engaged in aligning our curriculum and instructional practices to the Common Core State Standards (CCSS) for the past 6 years. In the past two years our ACT scores have increased by over 1.5 points, bringing our local composite to 24.4. A change of even .1 (one tenth) of a point is considered statistically significant. Imagine our stakeholders excitement and delight to realize such an increase. This increase can only be explained by the rigorous standards that have been incorporated into our daily delivery of our revised curriculum.

To abandon the CCSS now would be an example of poor leadership as we are just beginning to realize the true potential of implementation of the CCSS. Please do not believe the rhetoric, support our children, our progress, our State, and do not support SB 619.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Craig Vetter
Name

3-6-14
Date

140 Riverview Heights
Street Address or Route Number

SB 619
Subject

Mayville, WI 53050
City/Zip Code

Rio Community School District Registering: In Favor ☐ Against ☒
Organization (if applicable)

I am opposed to SB 619. The common core state standards provide a framework that encourages more rigorous learning. The standards are working and removal of them will set education back in Wisconsin rather than moving Foward!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Robin Kvalo

Name

3-6-14

Date

732 Morningstar Dr.

Street Address or Route Number

High School Principal

Subject

Portage, WI 53901

City/Zip Code

Portage Community Schools

Organization (if applicable)

Registering: In Favor ☐ Against ☒

I am against Senate Bill 619. Why does our Wisconsin legislature think they know more about standards than educators? Why does the Wisconsin legislature believe they can draft standards better than Common Core adopted by 45 states across our nation?

As a high school principal I am finally seeing instruction with rigor and direction towards graduating high school students college and career ready. My ACT has steadily gone up.

Keep education standards with the experts – educators!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mark McGuire
Name

3/6/14
Date

230 W. Rio St Rio, WI
Street Address or Route Number

SB 619
Subject

Rio, WI 53960
City/Zip Code

Rio Community Schools
Organization (*if applicable*)

Registering: In Favor ☐ Against ☑

I am against SB 619.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jane E. Miller
Name

3-6-14
Date

1224 N. 117th St.
Street Address or Route Number

Senate Bill 619
Subject

Wauwatosa WI 53226
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

As a former educator grandparent, I support The Common Core Standards. They involve critical Thinking and have "raised the bar" for academic expectations. These high standards foster higher achievement which reduces remedial training needs in business and remedial courses in college. In fact, The business community has come out in support of The Common Core Standards. Years of time and millions of dollars will be wasted if development of the Common Core Standards starts again. Wisconsin students will be falling behind while students Throughout The country will be advancing.

Of special concern is also the politicization of Thes~~e~~ standards development. Legally, The legislature will have the legal right to amend and change whatever The standards committee would develop. Senate Bill 619 will lead to dysfunction, especially every time The state legislature changes political power, The standards could change also!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Phil Ertl

Name

3/6/

Date

12121 West North

Street Address or Route Number

SB 619

Subject

Wauwatosa WI

City/Zip Code

Wauwatosa School District

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

My statement is more of a question related to the underlying assumptions for why this is being done and what this will look like in 5 years — in the classroom. This is a bad idea as it consumes time, money, energy and resources. Let us make decisions at the local level - which is what we are doing now.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

MIKE BEECHLEY
Name

03/06/2014
Date

40085 WINSANDS DRIVE
Street Address or Route Number

SB 619
Subject

PIGEON FALLS WI 54760
City/Zip Code

Whitehall School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

I am deeply opposed to this bill in every sense of reality. The Common Core Standards are simply that, a set of standards that all Wisconsin Schools should and must strive toward. This bill, which would further the abolishment of local control, which has created an educational system that was once the envy of the country, legislative involvement, or perhaps more importantly partisan politics, has done absolutely nothing to assist in the educational experiences of Wisconsin's children for the better part of the last 20 years. This bill is a disaster for the Children of Wisconsin.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Craig Oerlach
Name

3-6-14
Date

5707 Love Circle
Street Address or Route Number

Senate Bill 619
Subject

Monona, WI 53716
City/Zip Code

WASDA Jefferson Schools
Organization (if applicable)

Registering: In Favor ☐ Against ☒

This Bill is so Political in nature. It is about power and control - not what is best for Kids. I have been a Superintendent for 15 years and an Assistant Sup. on State Leagues. I have been working all of our Professional Development funds towards preparing our teachers for the Common Core for 4 years. Change to the process will only toss out the good hard work done by schools for the past few years. Stop the craziness - what will really change - nothing. Common Core are good for Kids - Take Portions to move forward w/ them as they are currently written. Stop the politics.

Please return this slip to a messenger promptly.

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WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Lacey Smalley
Name

3/6/14
Date

W174N8936 Christopher Blvd
Street Address or Route Number

SB 619
Subject

Menomonee Falls, WI 53051
City/Zip Code

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

AB 619 is not necessary. The Common Core has raised the bar, are locally controlled and have been expensive to implement. Going "back" to the drawing board is a very expensive procedure that is not necessary. As Superintendent of the Glendale River Hills school District, my school Board has given me the authority to register our opposition to Senate Bill 619.

Thank you
Sincerely,
Lacey Smalley

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Laura Myrah
Name

3-6-14
Date

10908 N Essex Dr
Street Address or Route Number

SB 619
Subject

Mequon WI 53092
City/Zip Code

Whitefish Bay Schools
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Common Core state standards are working to better prepare Wisconsin students for college and careers. Dismantling of these effective standards is not in the best interest of students, public education nor the financial stability of school districts. The staff, families and students of WI school districts do not have the time, funding, nor desire to re-write ~~and~~ and implement new standards, which likely won't improve the progress already being made with Common Core and most certainly won't link to the Smarter Balanced Assessment nor ACT adopted as "high stakes" assessments in our state.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

KEVIN MCLEOD

Name

March 5, 2014

Date

1570 E. OLIVE STREET

Street Address or Route Number

SR 619 (Common Core)

Subject

SHOREWOOD / 53211

City/Zip Code

UW-MILWAUKEE

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

This bill would politicize education standards, resulting in greater instability in expectations for Wisconsin students and most likely lower expectations overall. For Wisconsin to remain competitive with other states (and other countries), the current state standard (Common Core) should be retained.

The Common Core standards in mathematics are rigorous, coherent, and have the support of higher education mathematics faculty generally. (See my petition submitted to the public hearings on the Common Core in the Fall.)

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Robert Brien

Name

1706 Tuvragon Dr.

Street Address or Route Number

Madison, WI 53716

City/Zip Code

retired

Organization (*if applicable*)

3/4/14

Date

Subject: Senate Bill 619

Registering: In Favor ☐ Against ☒

Keep political committees out of K 12 education

I thought Republicans were against big government - yet, once again, BG is interfering

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Lori Holland
Name

3-6-14
Date

W2627 GOPHER HILL RD
Street Address or Route Number

Bill 619
Subject

WATERTOWN WI 53094
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

we the parents, grandparents, and all tax payers SHOULD be involved in our childrens Standards! Tony Evers only, making the decision is not acceptable!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Nan Youngerman
Name

Mar 6, 2014
Date

2445 Fox Ave
Street Address or Route Number

SB 619
Subject

Madison 53711
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I oppose SB 619 for several reasons:
This bill will negatively impact How academic standards are developed in WI. This bill creates a politicized process that makes the Legislature the controller of what WI students are expected to learn. This is not wise or supported by leading professional organizations such as the WI Reading Assoc.
Replacing the Common Core Standards + adding new tests for the proposed new standards treats WI educators with disdain - ignoring the expertise educators bring to the table.

My decades of experience as a parent, nationally recognized teacher of excellence + a supporter of the public schools of WI - I voice strong opposition to SB 619.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Gina Palazzari — Name

3/6/14 — Date

~~3225~~ N63 W14512 Ash Dr — Street Address or Route Number

Common Core Changes and Authorization Board — Subject

Menomonee Falls, WI 53051 — City/Zip Code

SB 619

~~Menomonee~~ Menomonee Falls School Board — Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Our district has already invested very significant time and resources to integrate Common Core into our instructional practices. The standards have resulted in improved achievement outcomes of our students. We support Common Core and do not want to dismantle and yet again rebuild educational standards.

We also feel that academic standards should be developed only be educators and education experts. This process should not be subject to political processes or whims.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Annalee Good
Name

3/6/14
Date

337 Riverside Dr.
Street Address or Route Number

SB 619
Subject

Madison 53704
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

From my perspective as a parent, former public middle school teacher and current education researcher I believe there are two primary issues with SBill 619: ① The merit of implementing the Common Core State Standards in Wisconsin ② The shifting of power in creating state content standards away from the DPI to a primarily politically-appointed board. As I am not a practicing K-12 Wisconsin teacher, ~~the~~ and do not have the professional expertise to evaluate the merit of CCSS, I will not comment on #1 issue above. But, related to my reasoning for not commenting on #1 above is my strong concern about #2 above. The development of K-12 content standards is a very complex, complicated and nuanced process that should be initiated, developed, directed, approved and implemented by professional educators - not politicians or politically appointed committees. Regardless of how someone feels about the merit of the CCSS (#1 above), we should have great concern about the governance process of our state public education system not becoming politicized.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Steve Kauffeld

Name

4/6/14

Date

W9168 Middle Rd.

Street Address or Route Number

SB 619

Subject

Watertown, 53098

City/Zip Code

Registering: In Favor ☑ Against ☐

Organization *(if applicable)*

The DPI has demonstrated that some form of citizen oversite is necessary for the protection from ~~any~~ future implementation of curricula and standards utilizing the CCSS format

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Sandra Reinhardt
Name

3/6/2014
Date

4750 River Vista Dr.
Street Address or Route Number

Common Core
Subject

Cedarburg WI 53012
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

The continuation of applying Common Core Standards to our WI children will be devasting. These standards have not been tested or used in any other country and the results that I have seen from the math applications are setting my children behind - not ahead of what my older children have received. the standards have not been produced by teachers or educational administrations but by a select group of 5 and funded by non-profit groups funded by a large lobbyist group - the Hunt Group. All states that have implement these standards - 2 years ahead of us - KY, Virginia, Florida + California are fighting to remove themselves from the standards now. Tony Evers accepted the core standards

Please return this slip to a messenger promptly.

as part of a deal to take the fiscal stimulus and get an exemption from "No child Left Behind." No parent or educator was allowed to review.

There are also many concerns I have about the English/writing components of the standards. The emphasis is on writing ahead of reading: starting with children at the earliest grades. How is it helpful for children to be writing when there mind has not been filled with ideas and imaginative stories? It has been proven that good readers and those who love to read are better students and more innovative, creative etc.

Education should be a local and state issue: Not something pushed from the Fed government. Students will not all learn in the same way or at the same pace.

Applying the same standards to all will not create innovative students. It will use our students as guinea pigs and hinder the growth in education that we have produced in the past years.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Judith Schwager
Name

3/5/14
Date

N8047 Springer Rd
Street Address or Route Number

SB619 & AB617
Subject

Lake Mills WI 53551
City/Zip Code

Grandparent
Organization (*if applicable*)

Registering: In Favor ☑ Against ☐

Keep local control in the school districts. Keep federal control out! Stop sexualizing our children in school! Stop working the liberal, progressive agenda in every class. Start teaching the real truth about our Constitution the founding of our wonderful USA.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Kevin Niemi

Name

192 Depot Rd.

Street Address or Route Number

Cambridge WI 53523

City/Zip Code

Wis. Society of Science Teachers

Organization (*if applicable*)

3/6/14

Date

SB 619

Subject

Registering: In Favor ☐ Against ☒

Comma Core and NGSS are the best standards to date. They are a reasonable floor for all students. Wisconsin can use them as base standards yet teach to exceed them. SB 619 is reasonable if and only if it provides oversight and accountability of DPI. Politicians should NOT write education standards period. SB 619 if enacted would set dangerous policy and precedence for public education.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

LINDA SHEPLER
Name

03-06-14
Date

4203 TAFT ROAD
Street Address or Route Number

SB 619
Subject

KENOSHA, WI 53142
City/Zip Code

Organization *(if applicable)*

Registering: In Favor ☒ Against ☐

I am supporting S.B 619. Although I feel that more should be required, school protocols should be at the local level. My question being, what groups organizations use common core from fulfilling the criteria of this bill?

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Andy Dopuch
Name

3/6/14
Date

8508 110th Ave.
Street Address or Route Number

SB 619
Subject

Pleasant Prairie, WI 53158
City/Zip Code

N/A
Organization (*if applicable*)

Registering: In Favor ☒ Against ☐

I support SB 619. The bill merely establishes a process by which other constituencies, besides just the DPI, can have a voice in academic standards. As a matter of principal I am opposed to nationalizing educational standards. Nationalizing standards is fraught with peril by allowing the federal government to have control over standards and thereby indirectly curriculum! A dangerous system to be sure!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Christina Shirma
Name

3/6/14
Date

8110 Blackton Rd #201
Street Address or Route Number

SB 619
Subject

Madison, WI 53719
City/Zip Code

EPIC
Organization *(if applicable)*

Registering: In Favor ☐ Against ☑

I'm in favor of common core because it is important to have standards for educanan. In order to have an educated workforce (especially in ~~software~~ related roles) we need to have core math ~~comps~~ competencies.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Emily Reiss
Name

March 6, 2014
Date

20 Sinatra Way
Street Address or Route Number

SB 619
Subject

Fitchburg WI 53711
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Our state has made a significant investment in the Common Core in an effort to improve the futures of our children. Ultimately, this should not be about politics, it should be about our children. They deserve competitive access to rigor and relevance in math and other standards, that other countries have long held. All children should have equitable access to high quality education, especially math and science so they can achieve careers in technology, engineering etc. It's in the best interest of all of our futures to have an educated & competent society. The common core can do that.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Sumit Rana
Name

3365 Timber Ln
Street Address or Route Number

Verona, WI 53593
City/Zip Code

Epic
Organization (*if applicable*)

3/6/14
Date

SB 619
Subject

Registering: In Favor ☐ Against ☑

We need a better educated workforce in WI. We need our kids to get a solid foundation in Math & Science. WI needs an educated workforce to continue to innovate & compete in the future

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

SASHA BELLAM

Name

3/6/14

Date

888 HARPER

Street Address or Route Number

SB 619

Subject

VERONA 53593

City/Zip Code

Registering: In Favor ☐ Against ☑

Organization *(if applicable)*

1. Give the CC Standards a chance to work.

2. There is no guarantee that what is being proposed is going to be better

3. It costs a lot of money to develop new standards. This combine to do with #1 & #2 — it is prudent to give CCS a chance to work.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Eric Cooper
Name

3/6/2014
Date

3025 Snowcap Tr. 1
Street Address or Route Number

SB 619
Subject

Madison WI 53719
City/Zip Code

Professional Software Developer
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Changing the rules to allow political committees to control our children's future is a terrible idea. Using a common standard to ensure high quality education is a skilled, intelligent workforce for Wisconsin future is extremely important as a parent & a professional who works with many young college graduates

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

VIKAS CHOWDHRY

Name

03/06/2014

Date

3621 MAMMOTH TRL

Street Address or Route Number

SB 619

Subject

MADISON WI 53719

City/Zip Code

Epic

Organization *(if applicable)*

Registering: In Favor ☐ Against ☑

Common core standards are really important to maintain competitiveness of Wisconsin residents and Wisconsin companies and they should not be weakened or dismantled.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jeff Simpson

Name

3/6/14

Date

209 Coyle Pkwy

Street Address or Route Number

SB 619

Subject

Cottage Grove WI 53527

City/Zip Code

Monona Grove School Board

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

We need to keep the tea party as far away from our education system as humanly possible!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Gillian Fortney
Name

3/6/14
Date

9226 Ancient Oak Ln
Street Address or Route Number

Opposing SB 619
Subject

Verona, WI 53593
City/Zip Code

Registering: In Favor ☐ Against ☑

Organization *(if applicable)*

Where to start? Education should be our #1 priority. We will not advance if the curriculum is changing at the whim of changing political forces. The experts should decide the curriculum. If we want a strong WI workforce, we need a strong education system. Let educators educate!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Patrick Sweeney — Name

3/6/14 — Date

625 Ethan Ter — Street Address or Route Number

SB 619 — Subject

Verona, WI 53593 — City/Zip Code

Epic — Organization (if applicable)

Registering: In Favor ☐ Against ☒

SB 619 does very little to change for the better the concept of Educational Standards. The current standards, while not perfect, represent a bi-partisan + Educationally created set with which to build on, but not remove. Creating a Legislatively defined body to assess + create these standards regardless of the guardrails + specifics of who they can be Unnecessarily legislates + politicizes the Content. Furthermore, the 3 years since the BIPARTISAN establishment of Common Core districts, teachers + students have spent time to re-write curriculum, adjust teaching habits + learn to the new standards.

DO NOT waste the time spent. DO NOT cause my wife to choose another career. DO NOT politicize our children.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Brad Strock
Name

3538 Heather Crest
Street Address or Route Number

Madison, WI 53705
City/Zip Code

Proffesional software Developer
Organization (if applicable)

3/6/14
Date

SB 619
Subject

Registering: In Favor ☐ Against ☒

Working for a proffesional software development company it is absolutely imperitive we invest in the future of mathematics and sciences of our State. The current standards brings accountability and a common focus for education across the United States. While we have already seen improvement, more time is needed to truly vet these standards before we try anything unproven, such as this bill suggests.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

MICHAEL DONNELLY

Name

1141 E. JOHNSON ST.

Street Address or Route Number

MADISON 53703

City/Zip Code

Organization *(if applicable)*

MARCH 6, 2014

Date

SB 619

Subject

Registering: In Favor ☐ Against ☒

AS SOMEONE WHO WORKS IN STANDARDS, I KNOW IT CAN SEEM EASIER IN THE SHORT RUN NOT TO FOLLOW THEM. IN THE LONG RUN, THIS IT ALWAYS THE WRONG ANSWER.

KEEPING WISCONSIN IN LINE WITH THE REST OF THE NATION DOESN'T JUST ALLOW OUR STUDENTS TO REMAIN COMPETITIVE; IT ALSO CONTRIBUTES TO WISCONSIN'S ATTRACTIVENESS TO BUSINESS.

BUSINESSES NEED EDUCATED EMPLOYEES, AND EMPLOYEES WANT THEIR CHILDREN TO BE WELL EDUCATED.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jeff Dickert
Name

4/06/14
Date

264 Lorrie Way
Street Address or Route Number

SB 619
Subject

De Pere WI 54115
City/Zip Code

CESA 7
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Absolutely the wrong way to take education in Wisconsin.

Be careful what you wish for!!

Jeffrey P. Dickert

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Tim Schell
Name

March 6, 2014
Date

5316 Westport Rd.
Street Address or Route Number

SB 619
Subject

Madison 53704
City/Zip Code

Waunakee Community School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

I am opposed to SB 619.

The Common Core are good standards that are a major step forward for our state. We should wait until we have some years of experience and assessment results before considering if and how they can be improved.

Academic standards for our children should not be political. Standards development should involve experts and any review process should be non-partisan and consensus.

Please be patient and do not re-arrange things again!

Please do not dictate each grade of high school and triple social studies testing at the high school level.

Thank you!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Rob Wagner
Name

March 6, 2014
Date

6271 Bluff Rd
Street Address or Route Number

SB 619
Subject

Lancaster, 53813
City/Zip Code

Lancaster Schools
Organization (if applicable)

Registering: In Favor ☐ Against ☒

The Lancaster Schools is against SB 619. As the District Administrator I can not support SB 619.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Lauren Studivant
Name

3/6/14
Date

640 W. Wilson St, #211
Street Address or Route Number

SB 619
Subject

Madison WI 53703
City/Zip Code

Registering: In Favor ☐ Against ☑

EPIC
Organization (*if applicable*)

I'm in favor of educating Wisconsin's children to be competitive nationally and internationally. I'm strongly against the bill as as it undermines attempts to improve educaiton. This shouldn't be a political issue.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jennifer Covington
Name

3/4/14
Date

5113 Sherwood Rd.
Street Address or Route Number

SB 619
Subject

Madison WI 53711
City/Zip Code

EPIC
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

I am not in favor of the proposal to have a state legislature committee control what is taught in our public schools

Made up largely of legislators instead of educators

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

MUKESH ALLU
Name

03/06/2014
Date

9909 SHADOW RIDGE TRL
Street Address or Route Number

SB619
Subject

MIDDLETON, WI 53562
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Common Core adresses most of what I aspire for my kids on "how" they get educated.
I have my 2 & 5 year old kids in Montessory school with an eye towards similar notion of education.
I like whats in SB619 and don't want us to go back wards.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mark Gruen
Name

3/6/14
Date

N3605 Klipstein Rd
Street Address or Route Number

6/9-
Subject

Elroy WI 53929
City/Zip Code

Common Core
Royall SD.
Organization (if applicable)

Registering: In Favor ☐ Against ☒

Please Common Sense and all educators to create & mold the current adopted CommonCore.

This seems political - and a complete waste of time.

MG

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Barb Keresty
Name

3/6/14
Date

209 North Owen Dr.
Street Address or Route Number

SB619
Subject

Madison 53705
City/Zip Code

MTI - Retired
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

As a taxpayer and former teacher
do not want money wasted forming
a State School Board or creating
new untested standards

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

GLORIA GREEN
Name

MAR 6, 2014
Date

1705 CAMELOT Dr.
Street Address or Route Number

SB 619
Subject

MADISON, WI 53705
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

As a resident of WI for more than 40 years, as a senior citizen, taxpayer — I want to urge the Senate to defeat this bill. I have always been so proud of WI educational system, our public schools & universities. I believe SB 619 would politicize public education, create enormous confusion and overall be disastrous.

Vote NO on SB 619!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Joshua Brauer
Name

3/6/14
Date

6442 Tarbrooke Ln
Street Address or Route Number

SB 619
Subject

Madison WI 53719
City/Zip Code

Epic
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Educated workforce

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

KEVIN MURRAY
Name

35 S. Randall ave
Street Address or Route Number

Janesville WI 53545
City/Zip Code

JANESVILLE SCHOOL BOARD
Organization (*if applicable*)

Date: 2-6-14

Subject: SB 619

Registering: In Favor ☐ Against ☒

I am here TO EXPRESS MY OPPOSITION TO SB 619

THE JANESVILLE SCHOOL DISTRICT IS READY TO implement "Common Core" THIS RIGOR IN EDUCATION WILL BENEFIT OUR CHILDREN. OUR ADMINISTRATION ESTIMATES SPENDING AROUND FOR implementation AT $150,000.00 A YEAR (X4).

Thank you

Kevin M. Murray

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Nan Brien
Name

3/6/14
Date

1706 Torregon Dr.
Street Address or Route Number

SB619
Subject

Madison 53716
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Students + teachers need consistency!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

JAMES JACQUE
Name

MARCH 6, 2014
Date

1819 RENAISSANCE CT
Street Address or Route Number

Subject

GREEN BAY, WI 54313
City/Zip Code

MAINTAIN LOCAL CONTROL OF OUR STANDARD AND NOT EXCEPT COMMON CORE STANDARDS

TAX PAYER
Organization (*if applicable*)

Registering: In Favor [X] Against [ ]

IN EXCEPTING COMMON CORE STANDARDS WE WOULD BE LOSING LOCAL CONTROL OF OUR EDUCATION SYSTEM. A ONE SIZE FITS ALL STANDARD WILL HURT OUR EDUCATION HERE IN WISCONSIN.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Delores Gates
Name

Mar. 6, 2014
Date

W8231 Lake Ter.
Street Address or Route Number

Common Core
Subject

Lake Mills 53551
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

I support AB617 & SB619

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

CARL GATKI
Name

MARCH 6, 2014
Date

W8231 LAKE TERRACE
Street Address or Route Number

COMMON CORE
Subject

LAKEMILLS WI 53551
City/Zip Code

Registering: In Favor [X] Against [ ]

Organization *(if applicable)*

I SUPPORT AB617 + SB619

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Shelly Thomas
Name

March 6, 2014
Date

3111 County Road PP
Street Address or Route Number

SB 619
Subject

DePere 54115
City/Zip Code

Unified School Dist. of DePere
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Passage of SBill 619 would be devastating to public education in Wisconsin. It will subject public education to the whims of the party that is in the majority. As we all know, the majority rule changes with relative frequency. Our schools cannot afford to be a victim of politics. Our district has spent hundred of thousands of dollars implementing the Common Core. Our students are achieving at levels higher than we've ever seen as a direct result of the Core. To change course now would set Wisconsin back tremendously. Please don't do this to our children.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

DARREL MAY
Name

3-6-19
Date

2611 PINE GROVE RD
Street Address or Route Number

SB-619
Subject

DE PERE, WI 54115
City/Zip Code

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

TOTAL WASTE OF TAXPAYER MONEY!!!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Brigitte M. Johnson
Name

March 6, 2016
Date

W3758 Oak Acre Dr
Street Address or Route Number

SB 619
Subject

Fond du Lac, 54937
City/Zip Code

Common Core Issue

- Lomira High School Spec. Ed. Teacher
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒ strongly

- Constituent/Concerned citizen

I think this continues to be a strategic attack on public education in Wisconsin. I am strongly opposed to diminishing the organizational structure of DPI and implementing a dubious "board" of experts to reinvent the Common Core standards which establish a reasonable yet challenging group of benchmarks across disciplines for us as a state/county want our students to achieve. Upwards of $25 million has already been invested and this bill is simply ridiculous.

Brigitte M. Johnson

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Sharon Bloom
Name

3/6/14
Date

20855 Macauley Dr.
Street Address or Route Number

SB 619
Subject

Brookfield WI 53045
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization (*if applicable*)

I support SB 619 & therefore

I am in favor of having a State Board to establish Wis. State standards for education with qualified educators & parents having input. At this point in time Common Core standards have not had that - Stotsky & Milgram were the only professional educators involved with establishing CC standards & in the end would not sign on as approving them. Over half of the States who signed on to take CC Standards are now trying to get out — even New York is - with the largest teachers union in the country & who as one of the 4 original States that signed up for CC & now seeing the results & who have just completed first rounds of testing are fighting to get out of these untested Standards. We must keep our local control so that parents & even teachers have input into the education of our children. Why would we that have been rely on standards that have not been tested & written by Lobbyist Groups — not vetted by the Govt (therefore no one in the Govt is accountable) but federally mandated because of their tie to ~~Ed~~ federal educational money. These are top down Standards so that once fully implemented, will leave parents & teachers with no recourse but to follow them to the top federal govt

Please return this slip to a messenger promptly.

As a grandparent, I am fighting for all of our children's education & their individual minds which will be stifled by CC. It is insidious how political propaganda & sex is imbedded within every single class ie Math standards. ELA Standards, History, Science etc. Where will future engineers, doctors, architects, strategists, scientists, inventors, etc. come from — it won't be under CC standards, which keep excelling minds from advancing & which keep students at the same level.

Standards can be a good thing but to be a good thing, ~~the~~ they need to be good for our Children & to be good for our Children, there needs to be informed, not politically motivated educators & parents with their best interests at hand.

Thank You!

412 E.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Matt Sheppell
Name

3/6/14
Date

516 Kent Rd.
Street Address or Route Number

Senate BILL 619
Subject

Poynette WI 53955
City/Zip Code

Poynette School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Senate Bill 619 (and its Assembly counterpart) ignores experts, politicizes a process that is currently efficient and effective and strips away local control.

The Common Core Standards are Wisconsin Standards. They were not adopted in a fit of pique or in a smoke-filled-room but with opportunities for comment and input from those who know and understand the art and science of education.

I urge you to vote against this bill. The common core standards allows my students to compete with young people from ~~around~~ other states and around the globe.

It creates a level playing field.

Don't tie our students' hands and destroy years of hard work by my district.

M. Sheppell

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Louise Genge
Name

3/6/14
Date

7973 Walton Rd.
Street Address or Route Number

Common Core
Subject

Watertown, WI 53098
City/Zip Code

Registering: In Favor ☑ Against ☐

Organization (*if applicable*)

SB 619 In favor of WI Standards NOT common core

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

George Schauers
Name

3-6-14
Date

N2966 W Rock River Rd
Street Address or Route Number

Common Core
Subject

City/Zip Code

Registering: In Favor ☐ Against ☐

Organization *(if applicable)*

Im Not For Common Core

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Betty West

Name

Mar. 6, 14

Date

526 Montana St

Street Address or Route Number

Common Core

Subject

Fond du Lac, Wisc 54937

City/Zip Code

Bill SB619

Organization *(if applicable)*

Registering: In Favor ☐ Against ☐

I'm Grand-parent & I'm against Common Core.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

JOHN PARKER

Name

3-6-2014

Date

7446 HUNTERS CT

Street Address or Route Number

COMMON CORE SB 619

Subject

MIDDLETON

City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

SB 619 IS BAD FOR OUR CHILDREN AND BAD BAD FOR THE STATE

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Kathi Stebbins-Hintz
Name

3-6-15
Date

6221 Timberline Ct.
Street Address or Route Number

SB619
Subject

Wi Rapids, WI 54494
City/Zip Code

Common Core

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

This bill is a huge waste of taxpayer dollars. It is anti public education and hurts children and the State.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mary Bell
Name

March 6, 2014
Date

1334 Woodgrove Way
Street Address or Route Number

Common Core Stadards
Subject

Sun Prairie, WI 53590
City/Zip Code

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Please DO NOT insert legislative agendas into school standards. As with all public standards, you have oversight, but you do not set legislative standards for medical professions or trades. Let education experts, with open and transparent processes for consultation, set the standards, and local districts retain the flexibility to implement and amend.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

George Mavroulis
Name

3/6/14
Date

4209 Rock Crest Road
Street Address or Route Number

Common Core SB619
Subject

Middleton, WI 53562
City/Zip Code

Middleton-Cross Plains Area Schools
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

I am against SB619. Please realize that the common core standards are rigorous and relevant. They provide educators with a baseline for what all students should know and be able to do. Instead of scrapping them and starting over, we already have local control so districts can make whatever adjustments they feel necessary. We also have the 15% rule where we can modify the standards as a state. Let's not overreact. Use the common core as our baseline and build from there. Do not try to start over. Districts have spent a lot of time and money to implement the CCSS. Please acknowledge the work that has been done. Thank you.

George J. Mavroulis

Please return this slip to a messenger promptly.

455 SW

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Michael J. Machesky
Name

March 6, 2014
Date

3564 S. Ridge Rd
Street Address or Route Number

Common Core
Subject

Hawthorne 54115
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

The Common Core was developed by national experts in educ for the advancement of educ. Your idea to recreate and make these stds better w/o any background, research or input from the educ professionals is unforgetable & unforgivable. Legislators never do their research on topics and it's obvious in this case. As a 35 year economic development expert, WI's future depends on bringing the current stds into full play statewide, ASAP. Act 10 & 32 have decimated the attitude toward educ & educators in this state And your move to kill the best quality educ system in U.S. by voucher is wrong & bad for WI econ now & the future.

DO NOT PASS THIS BILL EVER.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Timothy Ramthun
Name

3/6/2014
Date

N. 641 Ramthun Lane
Street Address or Route Number

SB 619
Subject

Angelica, 54101
City/Zip Code

Registering: In Favor ■ Against ☐

Ramthun School District.
Organization (*if applicable*)

THE MECHANICS of IMPLEMENTATION ARE MORE THAN QUESTIONABLE! THERE ARE SERIOUS ISSUES with DATA MINING, FEDERALIZATION, TEACHING TO THE TEST (COMPREHENSION), INDOCTRINATION of OUR KIDS & THE EFFECT TO THE TEACHERS (WORKLOAD) DUE TO HOW THEY NEED TO MOVE TO THE COMMON CORE. I AM ALSO VERY CONCERNED ABOUT THE ISSUE of COPYRIGHT'S TO THE CCSS and THE 'PERMANENCY' of THIS PROGRAM. ONCE IT'S IN PLACE, IT CANNOT BE CHANGED! ALL THINGS NEED TO CHANGE OVER TIME — THIS CREATION IS UNACCEPTABLE. My LAST CONCERN IS COST - WAY TOO MUCH MONEY going TO PEOPLE AND ORGANIZATIONS, AND NOT TO EDUCATION + KIDS.

** LOCAL CONTROL, LOCAL CONTROL, LOCAL CONTROL!! **

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Laura Pinsonneault
Name

March 6, 2014
Date

4005 Birch Ave
Street Address or Route Number

Academic Standards
Subject

Madison 53711
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

The selection + adoption of academic standards should ~~[illegible]~~ be the responsibility of the Department of Public Instruction and not the legislature.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mike Homke
Name

3-6-14
Date

1614 Uplands Dr
Street Address or Route Number

SB 619
Subject

Dodgeville WI 53533
City/Zip Code

Dodgeville School Board
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

I would like to register my opinion against SB 619.

Common Core has been in the works for many years. The standards have been implemented by a majority of the school districts in Wisconsin. In Dodgeville, we have spent over $200,000 on curriculum changes and time spent by staff working to fit our needs to the standards.

I would hate to have wasted so many resources on changes and getting prepared for new requirements.

Please talk to your districts and ask them for their opinions.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Carrie Buss
Name

March 6 2014
Date

W8189 Larson Rd
Street Address or Route Number

SB619 -
Subject

Mauston WI 53948
City/Zip Code

Mauston School Board
Organization *(if applicable)*

Registering: In Favor ☐ Against ☑

Good morning. I serve as the Chair of the Mauston School Board. I oppose any legislative meddling in the State Academic Standards. My school district has spent the last 3-4 years working to align our curriculum to the common core. Weive made significant investments in staff professional development, technology and time in order to align our curriculum. Please understand, we would have done this anyway because we believe in the common core. The common core starts where NCLB left off. Its the floor of what each student is required to know – it does not dictate what books need to be read, etc. – that is left up to local control. It is critical that the State not go backwards – we need to compete on a Nat'l scale.

I believe in LOCAL CONTROL – leave the common core as is and let school boards continue their work to insure all WI students are competitive. Thank you Carrie Buss

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Marilyn Kruchell
Name

March 6, 2014
Date

3008 W. Sheridan
Street Address or Route Number

SB 619
Subject

Milwaukee WI 53209
City/Zip Code

concerned citizen
Organization (*if applicable*)

Registering: In Favor ☒ Against ☐

This is a good bill which will set good standards for our children.

The more I study the Common Core Standards the more I become disturbed. Local and State Control, not Federal is what we need.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Sandra E Hammel
Name

March 6, 2017
Date

8870 Greenview Ln
Street Address or Route Number

SB 619
Subject

Greendale 53129
City/Zip Code

Concerned citizen
Organization (*if applicable*)

Wis. Academic Standards

Registering: In Favor ☒ Against ☐

Wisconsin can do a lot better with Education Standards then Common Core – Education Standards should be kept in the state under local control. Education and our Children Should NOT be under the Federal Education System – Common Core is standards written to the left for indoctrination and Polelegation of our Children to turn our country into a socialist country. It is a ruse; a Trojan horse for indoctrination – The math standards are for retardation, science, health teaches kids perversation – This was slid under the radar So No one would know – It was put together by 2 lobby groups without any educator involved – Funded by Bill + Melinda Gates and Not for raising standards of education, But for lowering the standards – All Both companies have been bought up by Sir Michael Baer whose interest is in controlling the system – Numbering down – Communality = (controlling Community = Communal = Communism

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

KENNETH HAMMER
Name

MARCH 6, 2014
Date

8820 GREENVIEW LANE
Street Address or Route Number

SB619
Subject

GREENDALE, WI 53129
City/Zip Code

Concerned citizen
Organization *(if applicable)*

Registering: In Favor [X] ~~Against [X]~~

We do not need the Federal government dictating to the state or individual school boards what or how to teach the children. We do not want Common Core. SB619 is a good bill and I implore you to pass SB619.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Carol Boettcher
Name

7 Mar 2014
Date

7881 Kaehlers Mill
Street Address or Route Number

Common Core
Subject

Cedarburg 53012
City/Zip Code

SB 619

self
Organization *(if applicable)*

Registering: In Favor ☑ Against ☐

STOP the FEDERAL takeover of school education! I am a taxpayer - 3/5 of my property taxes goes to my local school district. I resent Federal intrusion, masquerading as the NGA, pushing this.

Keep local control on curriculum

STOP FED ED

DEFUND + DEFANG Common Core.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Barb Struck
Name

3/6/14
Date

10133 W Hawthorne Rd
Street Address or Route Number

Common Core State Standards
Subject

Dousman 53097
City/Zip Code

SB619

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Having attended one of the four public hearings last year and listening to five presentations on Common Core, I have come to the decision that Common Core is definitely an abuse of our education system. Our state should be in control of our education standards - with strong local control - we have learned educators in our own fine university system who can develop standards appropriate for our students. I understand that Doctors Milgram and Stotzke would be available (free of charge!) to assist. If we cannot get rid of the entire CCSS program then at least give the citizens the courtesy/power for input!
I urge the committee today support SB619 to set up the academic standards Committee as proposed.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mike Smith
Name

3/6/14
Date

7226 Elstead Ave
Street Address or Route Number

Replacing CCSS
Subject

Greendale 53129
City/Zip Code

Registering: In Favor ☑ Against ☐

Organization *(if applicable)*

Did Wisconsin adopt CCSS right unseen?
Do any legislators have any conflict of interest matters complicating adoption / implementation of CCSS?

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Daniel Ruggles
Name

3-6-14
Date

5454 N. 103rd St.
Street Address or Route Number

SB619
Subject

Milwaukee, WI 53225
City/Zip Code

Common Core

Eagle Forum
Organization *(if applicable)*

Registering: In Favor [X] Against [ ]

We need local control of our children's & grandchildren's education. We don't need the State of Wisconsin DPI or the federal government dictating the ciriculum in the classroom. Common Core must go! I support this bill to form a Standards Committee.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Natalie Andrae
Name

3/6/14
Date

N40 W6256 Jackson St.
Street Address or Route Number

SB619
Subject

Cedarburg WI 53012
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

I support SB619. I do not support my children being victimized by this curriculum and resent the fact that Tony Evers made this decision for the state without the approval of the parents and people. It's appalling to think this was crafted by unqualified people & yet still proceeded to be validated - although the 2 qualified professionals would not & could not support it because it is inferior. It's curriculum filled with propaganda & disturbing liberties of sexual education. I do not support the rights taken away from the parents and handed to the state. This is a violation of our freedoms and a mass intrusion of the federal government. I have witnessed Common Core to be a failure.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

KENNETH LEMKE

Name

3/6/2014

Date

N98 W6627 LEXINGTON ST

Street Address or Route Number

COMMON CORE STATE STANDARDS

Subject

CEDARBURG, WIS. 53012

City/Zip Code

SB 619

N/A

Organization (*if applicable*)

Registering: In Favor ● Against

KKL

VARIETY IS THE SPICE OF LIFE !

WE NEED FREE THINKING, WELL EDUCATED PEOPLE WHO ARE STRONG IN READING, WRITING, + MATH. PEOPLE WHO CAN THINK FOR THEMSELVES AND PURSUE THEIR OWN SELF DESIRE + PASSIONS. TO BE THE BEST THEY CAN BE IN THEIR OWN CHOSEN CAREER OR PROFESSION.

NOT SOMETHING DECIDED BY THE STATE !!

"A WELL-INSTRUCTED PEOPLE ALONE CAN BE PERMANENTLY A FREE PEOPLE" - JAMES MADISON

A DIVERSE + FREE THINKING PEOPLE ALONE CAN STAY FREE

OUR FOUNDING FATHERS GAVE US A UNIQUE CONSTITUTION - IT IS UP TO US TO KEEP IT.

COMMON CORE IS HEADING IN THE WRONG DIRECTION.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

David Bennett — 3-6-14

Name — Date

6405 Century Ave., Suite 201 — SB 619

Street Address or Route Number — Subject

Middleton, WI 53562

City/Zip Code

Wisconsin Retired Educators Assn. (WREA) — Registering: In Favor ☐ Against ☑

Organization (if applicable)

1. Common Core works. Much time has been invested throughout Wisconsin to bring the state up to competitive national standards.

2. It is very dangerous to delegate the ultimate responsibility of determining curriculum to politicians. Once in place there is no control over the vagaries of partisan agendas and outside ideologies armed with money and influence.

3. The responsibility of determining the curriculum and learning standards should rest with professional educators who are trained to do so.

David L. Bennett

Please return this slip to a messenger promptly.

Executive Director, WREA

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

JAMES SKILES
Name

MARCH 6, 2014
Date

8099 CORAY LANE
Street Address or Route Number

SB 619
Subject

VERONA / 53593
City/Zip Code

WISCONSIN RETIRED EDUCATORS ASSOCIATION
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

The Education Stanards should be set by the Education Professionals who are trained and experienced in teaching our youth.

The Wisconsin citizens who framed the Wisconsin Constitution established the elected Superintendent of Education to monitor, advise and support pubic education. Let the Superintendent and his/her staff do their job free of political influence.

James J Skiles – Professor Emeritus of Electrical and Computer Engineering – Univ. of Wisc – Madison
Former member of Monona Grove School Board.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Tom O'Toole
Name

3-10-14
Date

112 Elm St.
Street Address or Route Number

SB619
Subject

Clintonville 54929
City/Zip Code

Clintonville Public Schools
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

This is not good for the children of Wisconsin.

Be plain and simple

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Anthony Sweere
Name

3-6-14
Date

133 Friendship Way
Street Address or Route Number

SB 619
Subject

Hilbert, WI 54129
City/Zip Code

Hilbert School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

I have spoken with Senator Leibham and he is aware of my reasons for opposing this bill. These standards are very rigorous and will prepare our students to be college and career ready. These standards are supported by the UW system, Wisconsin Technical Colleges, the Wisconsin Chamber of Commerce and lastly, the Wisconsin Manufacturers and Commerce to name a few.

These are what is best for kids in our state, so please allow us to continue to implement them with fidelity!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Louise Blankenheim
Name

March 6, 2014
Date

416 Paine Street
Street Address or Route Number

Senate Bill 619
Subject

Kiel, WI 53042
City/Zip Code

Kiel Area School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Please stop this bill and allow us to focus on the important work of educating our children. The Common Core Standards are rigorous and our teachers are moving our students to new levels of learning. The opposition ~~to~~ the Common Core is unfounded!
We need to stop these distractions, and move forward. Our kids learning is at stake!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Claire Martin
Name

3/26/14
Date

946 N. Mill Road
Street Address or Route Number

SB 619
Subject

Chilton, WI 53014
City/Zip Code

School District of Chilton
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

I have written to my legislators, attended the hearing in Wausau and am in attendance today. It is time to put an end to this controversy swirling around the Common Core - listen to Wisconsin public school educators, the Wisconsin Chamber of Commerce & the Wisconsin Manufacturers and Commerce - and move forward with the Common Core Standards in Wisconsin public schools. If you truly support local control, allow local school boards to modify and review standards as they see as appropriate for their community.

Move on - let us move forward and get back to the business of educating Wisconsin's children in our districts.

Dr. Claire Martin
Superintendent
School District of Chilton

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

MARK Holbrook — Name

3/114 — Date

5229 Ct Rd S — Street Address or Route Number

SB 619 — Subject

Wisconsin Rapids, WI 54495 — City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

This political move to override the DPI's role in public education is nothing more than that.

The arrogance of this legislature to think that it, or a committee organized by it, is more capable of designing educational standards for the state is beyond measure. If the standards (Common Core) are not appropriate for the state then DPI & DPI alone should be the responsible party to review these standards

Mark S Holbrook

Please return this slip to a messenger promptly.

I had hoped to speak today but have a commitment at noon.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mary Arnold
Name

March 6, 2014
Date

954 Dix St
Street Address or Route Number

Common Core Standards
Subject

Columbus 53925
City/Zip Code

Columbus School ~~District~~ BOARD MEMBER
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

The Columbus School Board is opposed to this bill. Superintendent Bryan Davis asked me to relay this message: "The Columbus School District has spent thousands of hours and hundreds of thousands of dollars on improving our instruction to align with Common Core Standards. These standards are improvements over previous standards and will, if given time guide instruction to assist our students to be internationally competitive."

Keeping the standards will be in line with Wisconsin values of fiscal responsibility and hard work.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Bill Lichter

Name

3-6-2014

Date

4910 - Douglas Ave

Street Address or Route Number

Common Core

Subject

Racine, WI 53402

City/Zip Code

SB 619

ORGANIZE 4 PALIN

Organization (*if applicable*)

Registering: In Favor ☒ Against ☐

Please Stop Common Core Standards & USE # WI STANDARDS

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jayne Gohr
Name

3-6-2014
Date

280 N Mountain Dr
Street Address or Route Number

Academic Standards SB619 (Common Core)
Subject

Mayville WI 53050
City/Zip Code

Self
Organization *(if applicable)*

Registering: In Favor ☒ Against ☐

SB619

Mistaken submitted pink slip indicating against but not speaking

Down FOR but not speaking.!

* Please discard earlier submitted form.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Ethan Renn-Malcheski
Name

March 6 - 2014
Date

3564 S. Ridge Rd.
Street Address or Route Number

Senate bill 619
Subject

De Pere 54115
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Sen. Vukmir - do you want teachers to write medical standards? with legislative ~~oversight~~ oversight?

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Judy K. Sargent
Name

3-6-14
Date

4351 Walker Rd.
Street Address or Route Number

Common Core Standards
Subject

Sturgeon Bay, WI 54235
City/Zip Code

CESA 7
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

The proposed bill is not only unwise, it is perilous for the education of Wisconsin's students for the following reasons:

1. The Common Core standards were developed by experts and vetted by Wisconsin educator experts. "Throwing them out" would be a INSULT to the Wisconsin professional experts. - This Must be the responsibility of educators! (It's the job of Ed experts.)

2. Changing the course now would be to waste already spent dollars and cost the state even more. (waste $)

3. Students, who are currently learning the CCSS, would be confused and their learning interrupted. (Harmful to students)

4. Denial of CCSS to Wisconsin students puts at risk their very future and global competiveness. (Global Competiveness)

5. Politicizing academic content is just plain WRONG. We must stop this now, and bring back reason and professionalism. (stop politicizing)

↓ *Please return this slip to a messenger promptly.*

This bill is NOT a "compromise"! A compromise is not even needed!

Furthermore, as an educator for more than 40 years, I find the CCSS providing the rigor + specificity long needed to meet a student's preparedness for their future. Content experts developed them and thoroughly studied them here in Wisconsin — both English Language Arts and Mathematics. These experts deemed them rigorous and smart for Wisconsin. At CESA 7, we have spent 3 to 5 million dollars assisting districts in understanding the CCSS and developing their own local curriculum.

Do <u>DOT</u> revise the current path, but be wise enough to celebrate and be <u>proud</u> of this trajectory. <u>TRUST</u> and <u>respect</u> the roles and responsibility of the experts at the Dept. of Public Instruction and <u>stay the course</u>. There must and will be an ongoing critical review of how these standards are working. Wisconsin's achievement data and ACT scores (now revised for CCSS) will tell of their success.

By the way, Wisconsin educators <u>ARE</u> dedicated citizens!

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Claire Wick
Name

3/6/14
Date

732 Millbrook
Street Address or Route Number

Senate Bill 619
Subject

Neenah, WI 54956
City/Zip Code

CESA 7
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Please do not pass Senate Bill 619!

This bill will damage the work that is going on in our schools - moving all of our students to College and Career Readiness. We need to continue this important work that is already going on. In our work with schools, we see students doing work that they have not done before!

Additionally, the SAT and the ACT are based on the Common Core. If our students end up working with multiple models of standards, how will they score on tests of College + Career Readiness? I fear that our students will become the victims of this political climate.

Let's put children first here and not politics! For our childrens' sake, vote NO for 619.

Please return this slip to a messenger promptly.

Claire Wick

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Ann Griffin
Name

3-6-14
Date

8159 N 38
Street Address or Route Number

Common Core Standard
Subject

Brown Deer WI 53209
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

I believe we need to listen to the parents and staff in our schools who are showing growing support for common core. It is a good starting point and ~~adults~~ individuals districts can go farther.

How can schools figure out what the curriculum will be without uniformity - Curriculum is a DPI - Education issue - not a legislative issue.

CC can be tweaked at the DPI and School District levels without interference from the legislature.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Christine Rogers
Name

March 6, 2014
Date

4451 Whisper Lane
Street Address or Route Number

Common Core State Standards
Subject

De Pere, WI 54115
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I urge you to not support Bill 619. The CCSS are a very well researched and practical base of skills our students need. I taught elementary school in 1972-1982, and would have welcomed a set of standards such as these. ① They are a good base of skills. They have been implemented in many schools with good results thus far. They need a lengthier timespan of implementation to prove themselves. ② Millions of dollars have been spent to implement them, teachers have worked hard to adjust lessons and create curriculum. ③ Senator Vukmir and the committee has not stated one example of where the CCSS fails students. Which standards are objectional? Can we work on those, and not scrap the whole process.

Please return this slip to a messenger promptly.

The past 3 years have been turbulent in schools, with SBAC, Educator Effectiveness, and ~~continued~~ changing benefits/labor laws for teachers. The CCSS has been a constant, something teachers can work on, and work with since they had been adopted. If they are now thrown out, it adds ~~to~~ the uncertainty and negates the work of the past 3 years.

Since I have been an educator for over forty years, I've seen the results of using sub-par standards for the last 20 or so years. Standard were rigid in the 70's + 80's when I taught. Since then I've worked in educational technology and professional development and heard the dismay at the lowering of standards (in late 80's-2000). The CCSS bring back that rigor, and I would really like to give them a chance to succeed. Thus I oppose Bill 619.

Thank You!

Christine Rogers

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Bill Paul
Name

3-6-14
Date

6724 Wilson Lima Road
Street Address or Route Number

Subject
SB-619

Oostburg, 53070
City/Zip Code

Sheboygan Liberty Coalition
Organization *(if applicable)*

Registering: In Favor ☒ Against ☐

I am in favor of SB619 to allow the state to determine through a process that will examine what should be what's best for our students. Common Core should not be allowed to continue without being examined completely for what effect it will have on our students. CCSS is not just standards it's a method of teaching children a one sided view of lifes views. I also don't believe funding for school activities should be determined by a federal mandate.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Rep. Mandy Wright
Name

4.1.14
Date

2016 Ewing St
Street Address or Route Number

SB 619
Subject

Wausau WI 54403
City/Zip Code

Common Core

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

I strongly support the maintenance of Common Core State Standards and object on all levels to a politically made appointed board to revise and review our state standards.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jim Burgess
Name

03.06.14
Date

N7125 River Park Dr.
Street Address or Route Number

Common Core
Subject

Watertown, WI 53094
City/Zip Code

Organization *(if applicable)*

Registering: In Favor ☒ Against ☐

I Am opposed to any Federal Involvement in our WI Schools. The Federal Dept. of Ed. has a clear Socialist Agenda. WI Schools need to be run by WI Citizens.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Randall Refsland
Name

March 6, 2014
Date

5081 Walnut Grove Rd.
Street Address or Route Number

SB 619
Subject

Milton, 53563
City/Zip Code

Clinton Community School District
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

This bill is poor for the students of Wisconsin. We have put a great deal of time, effort, and other resources to improve education through these initiatives. The standards allow us to raise the bar for our students and will improve education in this state so our students are better prepared to compete with students from all over the U.S. and the world.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Genie Ogden
Name

3/6/14
Date

1615 Madison
Street Address or Route Number

SB 619/AB617
Subject

Madison 53711
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Model Economics Standard Board is not needed. Public Schools are doing fine without this.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Genie Ogden
Name

3/6/14
Date

1615 Madison St
Street Address or Route Number

SB 598
Subject

Madison 53711
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Stop Charter schools. They and voucher School are stealing money from public schools and discriminate against kids who need the most help

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mark Olson
Name

3-5-2014
Date

255 K Street
Street Address or Route Number

SB 619
Subject

Reedsburg, WI 53959
City/Zip Code

Richland School District
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

I'm the principal of Doudna Elementary School in Richland Center, WI. My staff has dutifully implemented Common Core State Standards (CCSS) at our school. We have ~~not~~ found the CCSS to be more challenging and rigorous than previous standards. It has been a challenge to implement them. SB 619 will 'undo' all of these efforts. Why not at least give schools time to see results of achievement before scrapping the CCSS? I am against SB 619.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Name: CAROL GRUBA

Date: 3-6-14 SB ~~SB~~ / 619 / ~~AB~~

Street Address or Route Number: 5 SHERMAN Terrace, Unit 6

Subject:

City/Zip Code: MADISON, WI 53704

Organization (*if applicable*): None

Registering: In Favor ☐ Against ☒

To keep it brief, I don't Approve of either COMMON CORE or a state-organized standards BOARD.

I AM NOT IN FAVOR OF standardized testing or UNFUNDED MANDATES.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Name: DAVID SVETLIK

Date: 3/4/2014

Street Address or Route Number: 1750 TONAWANDA RD

Subject: ~~Common~~ SB 619

City/Zip Code: MOSINEE, WI 54455

Registering: In Favor ☐ Against ☒

Organization (*if applicable*): Middle Wisconsin

Legislators should not decide education policy. We should stop privatization of public schools

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Tom Ivey
Name

3/6/14
Date

211 Sturgeon Eddy Rd
Street Address or Route Number

SB 619
Subject

Wausau, 54403
City/Zip Code

Middle Wisconsin
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

This bill will harm our communities children and the future economic of our towns.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mary Timm
Name

3/6/14
Date

23097 Boxwood Rd
Street Address or Route Number

Support Bill 619
Subject

Brillion WI
City/Zip Code

Review Common Core Standards

Public School + Rock School Teacher
Organization (*if applicable*)

Registering: In Favor ☐ Against ☐

We need to be involved in our education standards to our children. We had no input into these standards.

My high school student English teacher can not teach grammer or even read a book with her students.

I'm very disturbed about the education of our Children

Please look at these standards they are not helping to educate our children. Mr Olsen I was a former employee of yours

Gratefully
Mary Phipps

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Abbie Kurtz
Name

March 6, 2014
Date

614 Dixon St.
Street Address or Route Number

#619 Common Core
Subject

Madison WI 53704
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

I am Pro Common Core

Let's keep our wonderful educational heritage intact! I am pro Common Core, to keep us competitive with other states and the world. To put our educational standards into the hands of non professionals will be detrimental to our kids' educations.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Catherine Canales
Name

3/6/14
Date

317 N Main
Street Address or Route Number

SB 619
Subject

Brillion, WI 54110
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

As a parent, my biggest investment is my children. We need a say in how our children are educated & we need control at a local level.

I support SB 619.

Stop Federal Overreach!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

CAROL GRUBA

Name

3-6-14

Date

5 SHERMAN TER, UNIT 6

Street Address or Route Number

SB 598

Subject

MADISON 53704

City/Zip Code

None

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Against.

All teachers should face the same evaluation standard — public, charter, and voucher.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Ray/Jennifer Shinske
Name

3-6-14
Date

32200 45th st lot 114
Street Address or Route Number

SB619
Subject

Burlington 53105
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

I am here today to show support for SB619. I believe that no one person should have the ability to choose eduction standards for the 5 million people in the state of Wisconsin.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

RAYMOND SHINSKE JR
Name

03/06/14
Date

32200 45th STREET Lot 114
Street Address or Route Number

SB619
Subject

BURLINGTON, WI 53105
City/Zip Code

Registering: In Favor ☑ Against ☐

Organization *(if applicable)*

- I BELIEVE THERE SHOULD BE OVERSIGHT OVER DPI & STATE SUPERINTENDANT. ALSO THE STATE SHOULD HAVE THEIR OWN STANDARDS FOR WISCONSIN & LOCALLY. AND THE DEPARTMENT OF EDUCATION BE VERY LIMITED IF NOT ELIMINATED & CONTROL GIVEN TO LOCAL TOWNS & BOARDS WITH FUNDING OVERSIGHT

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Phillip Gohr
Name

3-6-2014
Date

280 N Mountain Dr
Street Address or Route Number

SB 619
Subject

Maryville, WI 53050
City/Zip Code

academic Standards

Self
Organization (if applicable)

Registering: In Favor [X] Against [ ]

I mistakenly submitted a pink slip prior indicating against but not speaking.

* PLEASE TOSS the earlier slip and use this one.

I am for SB619 but not speaking.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Don DesJardins

Name

3-6-2014

Date

W8017 Floral Ln

Street Address or Route Number

SB619

Subject

Beaver Dam 53916

City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

Please void my pink registration slip as I marked it incorrectly. I'm against Common Core!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Lana Raffensperger
Name

3-6-19
Date

401 Monica Lane
Street Address or Route Number

Bill 619
Subject

Beaver Dam 53916
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

I had filled out a pink slip and it was marked Wrong It said I was against this Bill But I AM For This Bill

Thank You
Lana Raffensperger

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Rick Moze
Name

3-6-14
Date

8901 W. Whitaker Ave.
Street Address or Route Number

Common Core Standards
Subject

Greenfield 53228
City/Zip Code

Greenfield School Board
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒ SB619

Keep the Common Core Standards for the good of the children of Wisconsin. Please don't move Wisconsin backwards. Keep politics out of education

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Sherri Cyra
Name

3/6/2014
Date

4406 Misty Valley Drive
Street Address or Route Number

Common Core State Standards
Subject

Middleton, WI 53562
City/Zip Code

SB 619

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

The Common Core State Standards provide a strong and rigorous foundation from which local school districts can develop curriculum and select instructional materials. Developed at the national develop, by a bi-partisan group, they are a framework whereby Wisconsin students can meet 21st century demands & compete academically at the state, national, and international level.

Wisconsin school districts, including teachers and administrators, have put significant time and effort into implementation of the CCSS. To change course at this time would be detrimental to our students and providing them the best education possible. Furthermore, the timeline in the bill, as well as the composition of those charged to write new state standards, does not allow for the careful thought and development that high quality standards require.

Please return this slip to a messenger promptly.

I respectfully request that you vote against SB 619, and the

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Melanie L. Schneider
Name

3/6/14
Date

2647 Austin Place
Street Address or Route Number

Hearing on Senate Bill 619
Subject

Beloit, WI 53511
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Before stating my position on Senate Bill 619, it is important to re-establish four facts:

1) The Common Core State Standards (CCSS) are not federally mandated; rather, they represent the efforts of two groups from across the country: the National Governors Association and the Council of Chief State School Officers.

2) The CCSS do not mandate, or in any way prescribe, a particular curriculum or teaching methods in K-12 schools.

3) The CCSS were designed to provide high standards and expectations for preparing K-12 learners to be college- and career-ready by the time they graduate high school.

4) The CCSS provide a common basis for the development of curricula and assessments between states while still allowing for local development of curricula; without such a common yardstick, we cannot make comparisons between states on educational outcomes.

(OVER) →
See backside

Please return this slip to a messenger promptly.

I do not support Senate Bill 619 for 4 main reasons:

1/ Wisconsin needs high academic standards for all, that is, standards that are applied to pupils in all schools, not just public schools, to ensure that high school graduates are ready to benefit from post-secondary education and enter the ranks of an educated work force. The need for such standards are evident when about 40% of college and university students take remedial courses because of their inadequate K-12 preparation*;

2/ The state of Wisconsin ~~deserves to find out how the implementation~~ has already approved the CCSS in 2010, and school districts have invested large amounts of time and money to align curriculum to these standards (again, CCSS do not mandate a particular curriculum);

3/ The state of Wisconsin deserves to find out how the implementation of CCSS has affected the school achievement of pupils in all school districts. The state also needs to understand that more rigorous standards may initially show pupils falling short, but with higher expectations, our students will gain a higher-level education that allows them to compete both nationally and internationally. We cannot prepare our students to compete only within Wisconsin; they must be able to compete throughout the U.S. and in the larger world;

4/ as important, Wisconsin state academic standards should not be drawn up by a Model Academic Standards Board, the majority of whose members are appointed by the Governor or any one political party; this unfairly politicizes K-12 education, which will have a detrimental effect on the education of Wisconsin's pupils. Furthermore, only a minority of these members would ~~be~~ consist of professional educators who are trained in curriculum development; it makes no sense for a committee of non-experts to draw up standards that affect the education of K-12 pupils. It is like taking a car to a beautician for repair. The car will not be fixed

* Conley, D.T. (2013). Getting ready for college, careers, and the Common Core: What every educator needs to know. (Jossey-Bass.)

JMJ

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Dennis and Jennifer Dercks
Name

March 5, 2014
Date

W2797 Angling Rd
Street Address or Route Number

NEW STATE STANDARDS – NO COMMON CORE
Subject

Seymour, WI 54165
City/Zip Code

SB 619

Citizens
Organization (*if applicable*)

Registering: In Favor ☒ Against ☐
of Bill SB 619

We were unaware of the implementation of Common Core until we had continuing alarming educational issues in English + Math — to our children's detriment — which started our education on this subject. We have graduate and post graduate degrees, and we did our research. We are shocked — not only by the very poor standards of CC, but also how it came about. No notice ; NO Right to be heard — just chosen by Mr. Evers and subsequently rubber stamped. Research in the standards clearly shows the standards are SUBstandard and prepare students for 2-year community college only. 30% of students who achieve higher results — will not be helped to educate themselves adequately, and we will see a standard deviation to the norm of these "dumbing down" standards. The erosion of Federalism — and the abdication of our great state to stand up for state rights and do better for our

Please return this slip to a messenger promptly.

Children — is as shocking, if not more, than the poor standards themselves.

It is unfortunate that WI — lead unilaterally by Mr. Evers — incorporated Common Core into our schools. But WI must now join the other states who are working hard to pull out of Common Core before it gets further entrenched and costs WI more money — and further harms our children!

A mistake, common core adoption, was made. OK. Now — let's fix it!

WI deserves better, locally grown standards influenced by educators — including Professors of 4-year colleges. We should be using the standards models of states like MA, CA, and IN (non-common core standards) and help our student citizens to Reach for the stars, not dumb them down.

Please support SB 619 and new, better state standards for our great state!

FORWARD!

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Dan Curran
Name

February
Date

709 Red Oak Trail
Street Address or Route Number

Common Core
Subject

Dodgeville, WI 53533
City/Zip Code

N/A
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

Common Core was accepted without any input from people outside of DPI - DPI did it in secret.

Concerns

1. The students information is not private
2. Cost to implement
3. There was no local meetings by state or local school meetings as by law
4. It is a dumbing down system
5. Thanks for reading!

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Ellen Hindgren
Name

3/6/2014
Date

6621 Maywood Ave
Street Address or Route Number

SB 619
Subject

Middleton 53562
City/Zip Code

Common Core Standards

Middleton-Cross Plains Area SD
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

As president of our school board, I echo the statements made by the superintendents at the beginning of the hearing. Would only ask a couple questions—

Please give me an example of a standard you would "improve," and how you would do this.

Please tell me how a standard will "pass the leap of freedom?"

What is the anticipated cost of developing & scoring our own Wisconsin test if this bill goes through?

Thank you.

Ellen Hindgren

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Joanne Johnke
Name

3-6-14
Date

430 Oak Crest Ave.
Street Address or Route Number

Standards
Subject

Madison, WI 53705
City/Zip Code

none
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

This bill's most dramatic flaw (among many) is the possibility it allows for legislators to change standards directly. Standards should be an experts-driven process, with ample stakeholder input and consideration for all parties to be impacted. This bill deserves hearty rejection.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Charles Poches
Name

3-6-14
Date

2619 Dorn Drive
Street Address or Route Number

SB 619
Subject

Portage 53901
City/Zip Code

Portage Community School Dist
Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

In the last three years of implementing the Common Core growth in opportunities for our students have increased substantially

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Peter Hbinn

Name

3/6/19

Date

138 W. Carroll St.

Street Address or Route Number

SB 619

Subject

Portage, WI 53901

City/Zip Code

Portage S. D.

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

The CCSS raise the level of rigor and provide the needed specificity that have been lacking. Please repeal SB 619.

Thank You

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Rose Sime
Name

3/4/14
Date

6327 Elmwood Ave
Street Address or Route Number

SB 419
Subject

Middleton 53562
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I am opposed to SB 419 because standards were established in 2010 and we are now just beginning to see results of implementation in the schools. I see no reason that individual school systems could not strengthen the core standards without this bill. Changing the standards would cause disruption in economic & educ.

I do not want the Governor, no matter which party, to have an 8 to 4 control over the standards that are implemented for our students.

As for the Superintendent being partisan, there is no better parallel than the members of our Supreme Court. All are elected by the populace and listed as non-partisans. We need the superintendent and educational experts writing our standards, not political appointees.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mark Landis

Name

3/6/14

Date

121 Hamilton

Street Address or Route Number

SB 619

Subject

Madison 53703

City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

Please support education in Wisconsin and OPPOSE SB 619. thank you.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Karen L. Arnott
Name

March 6, 2014
Date

N10663 Moody Rd.
Street Address or Route Number

SB 619
Subject

Tomahawk, WI 54487
City/Zip Code

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

I have no problem with having a board to periodically review the standards... there should be one. My concerns are that the model academic standards review board and the process being proposed in SB619 1) may not be the best vehicle for said review 2) may be subject to undue political pressures and influences which could undermine the pure educational intent of having educational standards. Unfortunately, concern #2 is more a matter of trust, which is probably a major reason for the opposition this bill is meeting, and I have no answer for that. I've been a teacher for 20 years, I've never been a political person, and I don't particularly align myself with any political party. I appreciate common sense and integrity and honesty. That being said, and having heard the testimony so far today, I have a "dumb" layman question (which I realize can't be answered here today) - Since the standards were originally created by a coordinated effort by the National Governors Association Center for Best Practices and the Council of Chief →

Please return this slip to a messenger promptly.

State School Officers, why can't they also form a review board that would be non-partisan and non-federal, but rather a coordination/collaboration of all states that have adopted the standards?

By each state having/creating its own review board, there is a risk that the basic standards will cease to be common among the various states, which is a huge part of their current value. Adding to the standards (ie. financial literacy requirements or local/cultural history items) can still be done at the local levels, but those original common core state standards need to stay in place as they are.

Thank you, sincerely, for your time.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Kelly Demeralth
Name

March 16th
Date

1320 Montclair Pl
Street Address or Route Number

SB 619
Subject

Fort Atkinson, WI 53538
City/Zip Code

Elkhorn Area School District
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Our Students are not currency!

I am an administrator (who took a personal day and paid my way there to Madison!), professor and mother. My question is - if we used the same currency in all of our Municipalities, why wouldn't we have the same Standards in education. This issue is about equal protection under the law. Students should have the same opportunities to succeed no matter where they live. This opportunity to succeed is directly related to performance on "Gateway" tests such as the ACT or GED. If our standards are not aligned to the test our students will not have the same opportunity to succeed as other students in other states.

Repeal SB 619

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Name: Mitchell Nussbaum

Street Address or Route Number: 1615 Madison St.

City/Zip Code: Madison 53711

Organization *(if applicable)*:

Date: 3/6/2014

Subject: SB 619/AB 617

Registering: In Favor ☐ Against ☑

Oppose turning curriculum & standards over to a group of surrogates for partisan politicians.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Michele A. Bjella
Name

March 4, 2014
Date

1908 Lynda Lane
Street Address or Route Number

Common Core State Standards
Subject

Stevens Point, WI. 54481
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I write in opposition to Senate Bill 619 today, regarding Wisconsin Common Core Standards. The Standards are being implemented and progress is being made in achievement. There is absolutely fine work being done throughout the state, as demonstrated by the 60+ School Superintendants' and related testimony. They made the compelling case for rejection of this bill. It is uncertain that this bill (or its effects) will have more or greater positive effect than the Common Core Standards already in place. After the history of tremendous funding cuts for public schools in 1993, why would the Legislature spend more money and resources to retrofit what is underway and being implemented. As a taxpayer, past parent of a student and community member I rely on my local school board and its community, and trained educational experts at DPI to make decisions together. Defer to them; let them continue their great work. ~~and~~ oppose SB 619. Sincerely,

Michele A Bjella, MA CCC-SLP

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Jane Jensen
Name

March 6, 2014
Date

5148 Anton Dr #308
Street Address or Route Number

Common Cause
Subject

Madison WI 53719
City/Zip Code

SB619

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I am from a family of wonderful school teachers. I am totally against legislators involved in public schools

There are many private schools they can CONTROL.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Dawn Cunningham
Name

3/16/14
Date

710 Powers Ave. 1
Street Address or Route Number

SB-598
Subject

Madison, WI 53714
City/Zip Code

citizen/parent
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Please hold
Voucher schools ~~[illegible]~~ to same
Standards as public schools

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Dawn Cunningham
Name

3/6/14
Date

710 Powers Ave
Street Address or Route Number

Common Core Standards
Subject

Madison, WI
City/Zip Code

SB619

citizen/parent/voter/taxpayer
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Please do not override common core Standards.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Name: Victoria Cothrell

Date: ~~3/4/14~~ 3/6/14

Street Address or Route Number: 971 N. High Point Rd.

Subject: SB 619

City/Zip Code: Madison 53717

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I do not see a need for this legislation. Why does the Education Committee think that Wisconsin Students should have common core standards that are different than the rest of the ~~the~~ country? The educators who spoke before the committee gave compelling testimonies. Wisconsin does not need to ~~politicize~~ add more politics to the education arena.

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WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Candace Head-Dylla — 3/6/14
Name — Date

1257 W. Blooming Field Dr. — Common Core State Standards
Street Address or Route Number — Subject

Whitewater WI 53190 — SB619
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization (*if applicable*)

I am an assistant professor at the University of Wisconsin-Whitewater.

School districts across the state have shared in public hearings & here today, that they are going to continue using the CCSS. So this bill is simply a political move to create another layer of bureaucracy that puts education under the control of state legislators through appointments to a board & subcommittees, which, according to testimony today, could be stacked with national consultants with highly politicized agendas.

- Testimony from law makers today clearly shows that this initiative is emanating from the Republican National Committee. Why would Wisconsin want the RNC meddling in the business of our schools?
- The "fear factor" that one lawmaker alluded to is that 15 people who may know much or little about curriculum will be given tremendous power to influence the futures of Wisconsin children.
- States such as Florida that are considering test increasing the rigor of their CCSS can do so because they are meeting those initial standards. WI is not even

discuss this issue again once all our students have met these minimum goals. There is nothing in the CCSS that prevents teachers or local districts from doing more. This bill takes us off-track when we need to keep a laser-like focus on meeting rigorous standards.

- This bill also disregards the investment in time + money that so many districts have made. Is this legislative body going to disrespect educators, waste taxpayer money, and create even more state bureaucracy for an effort that will eventually be shown to be detrimental to children?

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Carmen Rivers
Name

March 6, 2014
Date

S42W32278 Spring Ridge Ln.
Street Address or Route Number

Dev. of Model Acad. Standards
Subject

Waukesha, WI 53189
City/Zip Code

UW - Whitewater
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

*I have seen nothing but better teaching come from CCSS. While I appreciate living in a state where the education of our children is important enough to have this important debate, I'm concerned some of the opinions I'm hearing are mis-guided based on the lens of the speaker.

It is critical to keep in mild the difference between the CCSS and the textbooks being written and published to ~~[illegible]~~ align with CCSS and help teachers support student learning. The teaching methods are research based, but each publisher has their own interpretation for how this should happen. I will agree our schools + districts need to do a better job of educating the public and the parents of the children in their schools about the teaching strategies they are using and the rationale for those choices. But, curriculum

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books are not the standards and someone who does not understand why children are doing the work they do should seek to understand the "why" and not blame the standard. The textbook is not the standards.

Second, please recognize that states who were early adopters (like New York) and using Smarter Balanced Assessment are seeing drops in test scores because the new standards are far more rigorous. This is to be expected and helps establish the baseline for where we need to strengthen our work with children.

Finally, I am concerned about what I understand to be a halt on spending toward implementation of CCSS (as part of the new budget bill). This ties a district's hands and prevents them from doing the work necessary to improve education while this committee tries to do it's work. Why not revise the science & social studies standards first, which are currently set only for grades 4, 8+12. Show us what your group can write in regard to standards, and let us compare them with the CCSS when they are released. If districts will ultimately have a choice, let them continue work toward CCSS & try smarter balanced assessment while you try revising.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Pete Christianson
Name

3-6-2014
Date

2 E. Mifflin, Suite 600
Street Address or Route Number

SB 619
Subject

MSN, WI 53703
City/Zip Code

Southeastern Wisconsin Schools Alliance
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

3 documents for distribution:

(1) School District of Brown Deer letter.

(2) Hamilton School District letter.

(3) OE Foundation documents.

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WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Tonya Hafemeister
Name

March 6 2014
Date

600 County Rd H
Street Address or Route Number

SB 619
Subject

Fredonia 53021
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization (*if applicable*)

I am a Stay at home mother of two and have strong feelings on what is best for my children. I work hard every day working on writing, reading, letters, numbers with my children who are not of school age yet, but they are ready. We are looking at schools this fall and I have a standard of where I want my children to go. My husband I are for this bill because we have done research on this common core standard and it is not the way we want to raise our children. The common core standards are not up to the parents standards. This is a bill to let the standards stay within our reach. If they let the common core stay at the national level there is no room for change. I do not agree with common core curriculum nor do i agree with the process of which common core was implemented. States are backing away from it. Why move ~~toro~~ ward with it. I am for SB619 because we need to keep our voice at our state level and local levels.

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WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Martha Driskill
Name

March 6, 2014
Date

1627 S. 65th St.
Street Address or Route Number

COMMON CORE
Subject

West Allis, WI 53214
City/Zip Code

Bill SB619

Registering: In Favor ☑ Against ☐

Organization (*if applicable*)

This bill makes complete sense. It gives school districts freedom to make their own standards according to the needs of their students. How in the world is it a good idea to have a common standard across the board when students come with so many varied individual needs? One of the superintendents said that they (school board) are fine with accountability — that is what SB619 is all about!

How any of the superintendents that spoke/stood over fully read the standards???

I'd like to sit in on the class where you learn MATH by means of a cupcake! ??

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Amy Uelmen
Name

March 6, 2014
Date

3382 Rose Haven Tr.
Street Address or Route Number

Opposition to Senate Bill 619
Subject

Green Bay, WI 54313
City/Zip Code

Pulaski School District
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

Today I listened intently to the Senators and many individuals regarding the proposed Senate Bill 619. I clearly heard Senators Vukmir and Farrow and Representative ~~Thiensville~~ Thiensfeldt call the Common Core Standards inadequate for Wisconsin students. As a result, they created this bill. However, through their testimony as well as the testimony of others in support of the bill, not once did they provide any specific reason or way the standards are inadequate. Clearly if they will allow districts to "stay with" these standards even if the bill is passed demonstrates that there isn't anything wrong or inadequate with the standards. So, using a tried and true cliche, "If it isn't broke, don't fix it."

If the issue is truly with the process and not necessarily the standards, then I am wondering ~~write~~ why

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after three years of being released and implemented in schools across the state, why is the concern coming now?

Finally, I am appalled at the rudeness, disrespect and downright meanness that Senator Vukmir displayed today publically to educators across the state. ~~It~~ This behavior is unacceptable and quite embarrassing for this state.

She asked an unrelated question of the administrators, "How many of you (can I see a show of hands) are here on personal time? That is unfair. Our voice needs be heard. Meet on Saturdays – we'll be here! Meet in the evening, we'll be here! We will be working tonight and for many nights to complete work we would have done today. Our jobs are not hourly – they are 50-60+ hour jobs. They are lifestyles! Senator Vukmir, with all due respect, quit with cheap shots to [redacted] advance your agenda!

I encourage you to not pass Senate Bill 619. The Common Core Standards are rigorous, will prepare students academically, and their adoption, development and implementation should be left to

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

LISA ROBINSON
Name

MAR 6, 2014
Date

6023 Doyle St
Street Address or Route Number

SB 619
Subject

Greendale, WI 53129
City/Zip Code

Registering: In Favor [X] Against [ ]

Organization (*if applicable*)

Greetings Education Committee, I am speaking/writing in favor of SB 619. I am one of those individuals at the local level. I grew up in Waukesha County, joined the U.S. Navy and was out of WI for 22 yrs. I returned to WI with a family to raise in Greendale. Our children started in public schools then 3 years ago started homeschooling.

SB 619 is a stepping stone to look at standards openly. I agree with this as homeschool curriculum is being aligned to (CCSS) Common Core State Standards. This is alarming as a parent wanting to teach a traditional & classical curriculum.

As people (parents) take time to really what is in the actual CCSS they will see that it has a lot of sub liminal messages of socialism. CCSS is being tied to Obama Care and Federal data mining. We need CCSS out of WI & the USofA. SB 619 is on the right path to having stds reviewed for ALL parents & educators, business leaders, etc.

I've served in the US Navy over 20 years, I want my freedom →

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(without)
to choose curriculum w/o common core state Standards (CCSS)
which has hidden agendas, and way too much liberty
with sexual education.

Sincerely Signed, as a concerned parent,

Lisa Kay Robinson

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

DAN JONES — Name

3-5-14 — Date

W7748 CTH. W — Street Address or Route Number

SB-619 — Subject

CASCADE WI 53011 — City/Zip Code

MYSELF-ME & I — Organization (*if applicable*)

Registering: In Favor ☒ Against ☐

MY CONSERVATIVE VIEW EVEN IF COMMON CORE IS GREAT @ THE START EVEN IF EVERY SINGLE TEACHER & SUPERINTENDENT LOVES IT. EVERYONE KNOWS ONCE THE FEDERAL GOV'T TAKES ON AN ISSUE OR CREATES AND AGENCY IT GROWS & CHANGES W/ LITTLE PUBLIC OVERSIGHT & INPUT. THIS SNOWBALL EFFECT NO ONE CAN DENY COMES W/ UNINTENDED CONSIQUENCES

MY INDEPENDENT VIEW INDEPENDENTS DON'T TRUST REP. OR DEM.'S THEY KNOW THAT BOTH PARTIES SCREW THINGS UP. SO SAY 10 YEARS DOWN THE ROAD THE INEVITABLE UNINTENDED CONSIQUENCES START TO APPEAR. WE KNOW HOW FAST THE FEDS FIX PROBLEMS THEY CREATED. AT LEAST SB619 KEEPS THE STANDARDS CLOSER TO HOME THAN WASHINGTON, SO IT IS EASIER TO FIX. 6 MONTHS, 1 YEAR, OR 4 YEARS IS ALOT OF TIME IN THE EDUCATION OF A CHILD, BUT IT IS A SHORT TIME WHEN IT COMES TO THE FEDERAL GOV'T FIXING AN UNINTENDED CONSIQUENCES TO THEIR OWN ACTIONS.

MY LIBERAL VIEW IS THERE MUCH DIVERSITY BUILDING STANDARDS OR ANY FEDERAL RULE OR REGULATION? IS THAT WHAT YOU WANT OUT OF OUR CHILDREN? YES WE WANT OUR KIDS TO KNOW CERTAIN MATH & READING SKILLS, BUT ONCE THERE IS A FEDERAL STANDARD THERE IS NO INCENTIVE TO BE BETTER, BEFORE THE STANDARDS SCHOOLS THAT

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PEOPLE WILL NOTICE, AND JUST AS ANYTHING THAT IS GOOD IT WILL BECOME POPULAR & NOTICED.

PEOPLE HERE HAVE ARGUED THAT SB-619 TAKES AWAY LOCAL CONTROL & GIVES IT TO THE STATE. IF THAT IS TRUE YOU CAN'T DENY THAT FEDERAL STANDARDS DO THE SAME. AND AT LEAST I CAN DRIVE TO MADISON 2 HRS OR CALL GLEN GROTHMAN & ACTUALLY SPEAK TO HIM. IT TAKES 24 HRS TO DRIVE TO WASHINGTON D.C. & ARNIE DUNCUN WILL NEVER RETURN MY PHONE CALL

THANKS.

920-980-4058

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Grace Gleason
Name

3-6-14
Date

W224 N2299 Elmwood Dr.
Street Address or Route Number

SB 619
Subject

Waukesha, WI 53186-1180
City/Zip Code

Creating a Model Academic Standards Board

n/a
Organization (*if applicable*)

Registering: In Favor ☒ Against ☐

Local decision making is best for local schools. Federal regulations should not oppress local freedoms. Parents are the primary educators of their children and should have a variety of models to choose from. * One size does not fit all. (For example "traditional" vs. Montessori methods) Teachers should be free of fear ~~that an misfitted untested standards will determine their employment~~ of being evaluated by untested standards.

"Data mining" and the relationship between Common Core and the new Federal Health Care mandate is truly frightening to parents. What about our right to privacy? What else that changes society's opinions about American liberties is hidden in the federal regulations that states are adopting?

(over) →

* The CC standards do not take alternative classroom environments into consideration. How do educators devoted to these alternatives cope with an imposed Federal Standard?

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The American way of life recognizes the benefit of checks and balances. Locally and Federally, it is best to put checks and balances in place, (rather than leaving DPI too much autonomy to the detriment of parental rights, for example.) This bill would provide this type of safeguard in place.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mary S. Murphy
Name

3/6/14
Date

N4664 Olde Ireland Way
Street Address or Route Number

SB 619
Subject

Freedom WI 54130
City/Zip Code

myself
Organization (if applicable)

Registering: In Favor ☒ Against ☐

I and many whom I know in the state are very much in favor of SB 619. We are very unhappy with the common core standards and how they were implemented with no input from legislators, teachers or parents. We need a review, this 15 member board before more money is spent & perhaps wasted on standards that have not been proven - are age inappropriate for children in many instances. The standards need to be accessed & reviewed. WI can truly do better and we ask you please to give schools a choice - the school boards need to have an option to have their own standards. Please look at the many states wanting to take another look at common core because of the disaster in their schools & for the children - thank you.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Carla Goffard
Name

March 6, 2014
Date

376 Fernando Dr.
Street Address or Route Number

SB 619
Subject

DePere, WI 54115
City/Zip Code

parents, grandparents, general public
Organization (*if applicable*)

Registering: In Favor ☒ Against ☐

I feel that SB619 is a fair and balanced approach to the current educational challenge:

- provides for a structural process for the development of academic standards/curriculum
- involves more than the Department of Instruction and a single superintendant making the decisions
- provides for public and parental input
- provides for appropriate legislative oversight
- provides for a review of standards periodically
- enables new models to be introduced and adapted
- emphasizes that all partners involved agree on the standards being implemented
- does not force the implement of Common Core standards
- maintains control at the local level
- provides for an opportunity to get away from the social indoctrinization and the dummying down of our children that this federal standardization represents

We need this review process! The amount of money that has been spent moving forward "half cocked" is shameful! We want "say" in the matter! Better to spend the money necessary to get it right now than to reverse it later! This is our future! "As the children are taught, so will they lead."

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Deborah Stein
Name

Mar. 6, 2014
Date

W7833 Island Church Rd
Street Address or Route Number

Common Core
Subject

Waterloo, WI 53594
City/Zip Code

Registering: In Favor ☒ Against ☐

Organization *(if applicable)*

I support AB617 + SB619

I am the Grandparent of three Grandchildren ages, 9, 8, + 6. 2 are in schools, when I look at the math the way the parent describes it today is how my Grandkids are learning math. This is how it's being taught all over. When my grandson tells me he cannot explain it to me I wouldn't understand it — I am a financial advisor — 30 yrs in the Business — He is 9
Then we have these Teachers, Professors, + superintendents Tell us these Standards are the Best they have ever seen but yet these standards were Not prepared by any Teacher - What does that say about these Teachers - What does that say about our State Dept of Public Instruction ? maybe we should look at fixing all

those Teachers + Superintendents as How can we Have them Teaching our children.

I can also Hardly Believe that there are any Business that Approve of these Standards. Just from Talking to people in my own industry I know many who are NOT Hiring our College grads Because of Poor math standards. So maybe its our math Teachers. They like this new math Because they don't know math.

Why is the DPI so Angry + so defensive about this Bill and why do they Want to Keep Common Core so Bad?

Also I am Very concerned about the Sex education Being Added To all the subjects and at such young ages. I don't think its the ~~Sch~~ Schools place To Be Teaching our ~~ch~~ children Sex in Every subject area.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Scott R. Hron
Name

March 6, 2014
Date

10668 Robinwood Ct.
Street Address or Route Number

SB619
Subject

Cedarburg 53012
City/Zip Code

Organization (*if applicable*)

Registering: (In Favor ■) Against ☐

of SB619

It is my understanding, that this bill is set-up to make sure that the Common Core Standards are right for Wisconsin students. This bill can only help make sure we have it right before we spend the next generation teaching standards that ruin our children. by then it will be too late.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Allison Kaplan
Name

5 March 2014
Date

114 N. Allen St
Street Address or Route Number

SB 619
Subject

Madison 53726
City/Zip Code

tax payer
Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

I'm not a fan of Common Core or standardized testing, or many of the pressures set upon our teachers to meet standards without sufficient support. However I believe that SB 619 is wrong, wrong, wrong.

Federal legislation has shown us that legislators are not the people who should be making decisions about what is going on in the classroom. We need to trust our teachers & DPI that they know best how to educate our children. It may appear that good Republican agendas will be favored by the creation of a hand-picked, 14-person education committee. But no one party stays in power forever. What happens when more liberal minds gain control of the government?

We are all better served giving control of education to DPI & teachers rather than to politicians. Please trust our educators.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Nadine Krahn
Name

March 6, 2014
Date

W2479 Big Ben Rd
Street Address or Route Number

SB 619
Subject

Eden / 53019
City/Zip Code

Organization *(if applicable)*

Registering: In Favor ☑ Against ☐

of bill SB619

I support SB619 in which WI model standards are created to be "adopted or NOT adopted" at the discretion of local boards and parents.

CCSI are not JUST standards! They are untested, copyrighted federally-coerced ($) transformative, top-down reforms that are designed to standardize all aspects of education across the nation.

I do NOT want my children to be guinea pigs nor data points! As a parent, I want to have a voice and a choice in guiding their education and their privacy. CCSI removes my voice and my choice to provide education that best fits their unique needs. WI standards should reflect WI values and parents and local boards should be allowed the opportunity to have "Exceptional" students & teachers - Not COMMON!

Thank you.

Nadine

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Rebecca Alwin
Name

3.6.14
Date

1422 N Westfield
Street Address or Route Number

Education
Subject

Middleton, WI 53562
City/Zip Code

SB 619

Organization (*if applicable*)

Registering: In Favor ☐ Against ☒

My bachelor's degree is from UW-Milwaukee. My three children received most of their K-12 and college education in Wisconsin. All of us, including my husband, experienced moving from one state to another and moving from one city to another in WI. We all experienced changes in what was taught in a particular grade in school, from one school system to another. I never had an opportunity to take world history in high school, but was put into a 2nd American History class with same grade classmates after my family moved. My sons experienced changes in which aspects of math were taught in the same grade in different school systems. Coordination of curriculum standards such as common core would have prevented our problems. I believe in having local school boards, people who live in a community and are responsible for oversight of school and answerable to voters. However, I also believe in some standardization of what is taught in schools and at which grade level. Moving is a fact of life for many families, not just military families. I do not support having

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Wisconsin discontinue the efforts that are currently well underway to implement Common Core Standards. To disrupt this work and force our state superintendent of schools and DPI to answer to a political board, that is weighted in favor of whoever is governor, is wasteful. Please do not take Wisconsin backward by recommending SB 619. It is a very bad idea.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Caide Jackson
Name

03/06/2014
Date

810 Emerson St.
Street Address or Route Number

Senate Bill 619
Subject

53715
City/Zip Code

Registering: In Favor ☐ Against ☒

Organization *(if applicable)*

As a highschool student I oppose both Common Core and the Senate Bill 619. Common Core limits student and teacher creativity. Teachers know best how to adjust to student's needs depending on class to class, year to year. In my own experience, I have learned best from teachers passionate about their subject and creative with material. Common Core homogenizes standards and curriculum for schools and doesn't promote critical thinking and active learning. Because of this, I support a review process for standards of education at the state level, but not like the one proposed in the Bill 619. Experts on education are the teachers themselves, students, parents, researchers in child development, not a limmited number of educational officials. If there was a larger, more representative board who decided on state standards, that were more flexible on the local level then the bill would make sense. Perhaps if teachers and students had more direct involvement in their education and deciding curriculum then the bill could be justly implimented.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Sara Triggs
Name

March 6, 2014
Date

630 Emerson Street
Street Address or Route Number

SB619
Subject

Madison, 53715
City/Zip Code

Organization *(if applicable)*

Registering: In Favor ☐ Against ☒

It is my opinion that while the Common Core State Standards are in need of revision, the proposals set forth in this bill are not the revisions needed. The power to determine Wisconsin's academic standards should absolutely not be placed in the hands of such a small, politically-appointed group. The power to shape standards (and therefore, inevitably, curricula) should be vested in the broad base of people with direct knowledge of the education process, in an apolitical manner. As a twelfth grade student in the Madison Metropolitan School District, the standards I see perscribed by Common Core, and the actions proposed by SB619, seem unfounded in any real desire to help students learn.

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