

IMPORTANT COMMON CORE INFORMATION YOU MAY NOT KNOW

Core's Claims Are False!

[Our schools are not broken](#). The problem is poverty. When researchers control for poverty, our scores are among the best in the world. Our unspectacular overall scores are due to the fact that the US has the second highest level of child poverty among all 34 economically advanced countries (now over 23%, compared to high-scoring Finland's 5.4 %). Poverty means poor nutrition, inadequate health care, and lack of access to books, among other things. All of these negatively impact [school performance](#). STEPHEN KRASHEN

How did CCSS start?

The NGA/CCSSO Standards Initiative: In April 2009, representatives from 41 states met with CCSSO and NGA representatives in Chicago and agreed to draft a set of common standards for education. Achieve, a corporation founded by the NGA following the 1996 demise of the national standards effort, was commissioned by NGA/CCSSO after the Chicago meeting to draft the new —common core standards in reading and mathematics. The project was fast-tracked: Achieve was to have a draft by summer 2009 and grade-by-grade standards by the end of the year. Historically, the development of subject-matter standards had been the province of specialists in those subjects working in universities and in schools. By contrast, Achieve workgroups met in private and the development work was conducted by persons who were not, with apparently only a single exception, K-12 educators. The work groups were staffed almost exclusively by employees of Achieve, testing companies (ACT and the College Board), and pro-accountability groups (e.g., America's Choice, Student Achievement Partners, the Hoover Institute).
From: Mathis, W. J. (2010). The "Common Core" Standards Initiative: An Effective Reform Tool?

After several years of draconian cutbacks on education that caused at least the loss of 35,000 teaching jobs in California, the promise of restoration came with the passing of Proposition 30. California Teachers Association invested millions of dollars and organized members all over California, hundreds of them to work full time, to support Governor's Brown initiative during months prior to the election. What was among the first order of business for Governor Brown?

Common Core Implementation: The 2013 Budget Act provided \$1.25 billion in one-time Proposition 98 General Fund to support the implementation of the Common Core state standards—new standards for evaluating student achievement in English-language arts and mathematics. Funding is provided to support necessary investments in professional development, instructional materials, and technology.

What do scholar reviewers of CCSS conclude?

1. THE "COMMON CORE" STANDARDS INITIATIVE: AN EFFECTIVE REFORM TOOL? William J. Mathis, Ph.D. University of Colorado at Boulder July 2010

http://greatlakescenter.org/docs/Policy_Briefs/Mathis_NationalStandards.pdf **Recommendations:**

- ☐ The NGA/CCSSO common core standards initiative should be continued, but only as a low stakes advisory and

assistance tool for states and local districts for the purposes of curriculum improvement, articulation and professional development.

❑ The NGA/CCSSO common core standards should be subjected to extensive validation, trials and subsequent revisions before implementation. During this time, states should be encouraged to carefully examine and experiment with broad-based school-evaluation systems.

❑ Given the current strengths and weaknesses in testing and measurement, policymakers should not implement high-stakes accountability systems where the assessments are inadequate for such purposes.

COMMON CORE ASSESSMENT MYTHS AND REALITIES: MORATORIUM NEEDED FROM MORE TESTS, COSTS, STRESS <http://www.fairtest.org/common-core-assessments-factsheet> Here are the realities behind major Common Core myths.

THE CREATORS OF COMMON CORE STATES STANDARDS IGNORED PROPER PROTOCOL. [Setting national academic standards is not something done in stealth by a small group of people, funded by one source, and imposed by the lure of a federal grant in a time of austerity.](#) There is a recognized protocol for writing standards, and the Common Core standards failed to comply with that protocol. In the United States, the principles of standard-setting have been clearly spelled out by the [American National Standards Institute \(ANSI\).](#)

Can an education reform focused only on teachers and teaching succeeds for all?

2. DAVID BERLINER ON INEQUALITY, POVERTY AND THE WIDENING EDUCATION GAP

<http://www.schoolsmatter.info/2012/10/david-berliner-on-inequality-poverty.html> The problem is those who control the purse strings in state education departments, government and at the U.S. Department of Education in Washington, are held hostage [by corporate interests](#) who have hijacked our children's pedagogy. With the new Common Core Standards adopted in more than 46 states, testing every kid, in every subject, and mining the data will only exacerbate the dysfunction and lead to the inevitable revolt we are already seeing across the country. Most parents, students and teachers living through this economic depression see scarce resources further dried up and spent on more testing and more data. Austerity in the poorest and neediest schools districts has exposed the harsh reality of three decades of [failed education policy that ignores inequality and poverty.](#)

How valid are the premises on which CCSS is founded?

3. AGAINST THE COMMON CORE STANDARDS AND TESTS by Sephen Krashen

<http://www.csun.edu/ctl/assets/docs/wrw-powerpoints/krashen-commoncore2.pdf> The movement for national standards and tests is based on these claims:

- (1) Our educational system is broken, as revealed by US students' scores on international tests;
- (2) We must improve education to improve the economy;
- (3) The way to improve education is to have national standards and national tests that enforce the standards.

Each of these claims is false.

What are some experts' arguments against CCSS?

4. RAVITCH AND KRASHEN: LAST ROUND IN COMMON-CORE DEBATE

http://blogs.edweek.org/edweek/top_performers/2013/03/ravitch_and_krashen_last_round_in_comm_on_core_debate.html

But Krashen does not actually attack the Common Core standards per se. The "content of the standards is not the real issue", he says. "The real issue is whether we should have standards and tests based on standards." He describes the construction of the standards, the development of the new tests and the purchase of equipment to install this new system as one of the "greatest boondoggles of all time." The real problem, he says, is "our high level of poverty."

[Mr. Horton](#) believes that any thinking person concerned about the state of education in America should be concerned about the impact of CCSS regardless of his politics. Here he states that the *New York Times* and the *Los Angeles Times* "create a canard" that only right wingers oppose CCSS).

<http://dianeravitch.net/2014/02/27/paul-horton-common-core-standards-are-not-about-education-but-about-profits/> In other words, [corporate bosses](#) are trying to push teachers, doctors, and all white collar-service workers into a work structure that is increasingly deskilled to justify lowering salaries and benefits, busting unions and professional organizations, increase productivity, and forcing all white collar workers to compete through the use of digitalized efficiency reports and student and student test data banks.

[Say goodbye to public schools: Diane Ravitch warns Salon some cities will soon have none](#)

What are some important implications and effects of CCSS?

5. WHY COMMON CORE ISN'T THE ANSWER by Valerie Strauss

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/01/31/why-common-core-isnt-the-answer/>

We can work our way out of the hole [we've dug for ourselves](#), but it can't be done by following orders handed down by authorities in Washington and state capitols, orders that ignore the nature of knowledge, the history of education, the wisdom of hard-earned expertise, the conclusions of research, the nature of human nature, simple management principles, and common sense.

Some recent news about protesting CCSS!

6.
 - a) STATES FINDING NEW NAMES TO REBRAND COMMON CORE 1, 31, 2014
 - b) MARYLAND SUPERINTENDENTS PROTEST RUSHED IMPLEMENTATION OF "REFORMS"
 - c) CONNECTICUT TEACHER: WHY I WANT TO QUIT TEACHING
 - d) GATES FOUNDATION CHEERS THE GROWING "MOMENTUM" OF COMMON CORE
 - e) RHODE ISLAND TOWN SAYS NO TO COMMON CORE TESTING
 - f) MERCEDES SHNEIDER AND PETER GREENE OFFER TIMELY HELP TO DENNIS VAN ROEKEL
 - g) A VETERAN PRINCIPAL ELOQUENTLY DENOUNCES COMMON CORE AND RACE TO THE TOP 1, 30, 2014

h) NEW HAMPSHIRE TEACHERS TAKE COMMON CORE TEST, FIND SERIOUS FLAWS 1, 29, 2014

i) WHAT WILL CONNETICUT PAY TO IMPLEMENT COMMON CORE TESTING?

<http://dianeravitch.net/category/common-core/>

Are CCSS developmentally appropriate? If not, what is going to happen when they are implemented?

7. A TROUGH CRITIQUE OF COMMON CORE ON EARLY CHILDHOOD EDUCATION

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/01/29/a-tough-critique-of-common-core-on-early-childhood-education/>

When the standards were first revealed in March 2010, many early childhood educators and researchers were shocked. "The people who wrote these standards do not appear to have any background in child development or early childhood education,"

JOANNE YATVIN: THE COMMON CORE STANDARDS MAY BE HARMFUL TO CHILDREN

<http://atthechalkface.com/2014/01/05/joanne-yatvin-the-common-core-standards-may-be-harmful-to-children/>

Since then, I have read the English/language arts (ELA) standards many times; each time, they are more troubling. Some standards call on young children to behave like high school seniors, making fine distinctions between words or literary devices, carrying on multiple processes simultaneously, and expressing their understandings in precise academic language. Others expect them to have a strong literary background after only two or three years of schooling. Some standards are so blind to the diversity in American classrooms that they require children of different abilities, backgrounds, and native languages to manipulate linguistic forms and concepts before they have full control of their own home language. And, sadly, a few standards serve only to massage the egos of education elitists, but are of no use in college courses, careers, or everyday life

Do you know [Bill Gates invested millions to create and support CCSS?](#)

http://edsources.org/today/2014/gates-foundation-considers-major-common-core-grant-program-in-california/55740#.Uw_p8Y1xRT4

Gates, the largest private foundation in the world with assets of about \$38 billion, spends about \$320 million annually in the U.S. on K-12 and college education. It has invested heavily in the Common Core, including underwriting the nonprofit organizations and organization of state education officials that wrote the standards, advocating for states' adoption and partnering with textbook company Pearson for Common Core materials and curricula.

8. FOLLOWING COMMON CORE MONEY: WHERE ARE MILLIONS OF DOLLARS GOING?

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/11/24/following-the-common-core-money-where-are-millions-of-dollars-going/>

Let us now consider major education organizations and think tanks that have accepted Gates money for the express purpose of advancing CCSS:

American Enterprise Institute: \$1,068,788.

American Federation of Teachers: \$5,400,000.

Association for Supervision and Curriculum Development: \$3,269,428.

Council of Great City Schools: \$5,010,988.

Education Trust: \$2,039,526.

National Congress of Parents and Teachers: \$499,962.

National Education Association: \$3,982,597!!!!!!!!!!!!?????????

Thomas B. Fordham Institute: \$1,961,116.

Do you know about Pearsons?

9. ABOUT PEARSON, THE GOLDEN GOOSE STATE STANDARDS, AND THEN SOME

<http://deutsch29.wordpress.com/2013/12/15/about-pearson-the-golden-goose-state-standards-and-then-some/> On December 13, 2013, Pearson, Inc., **agreed to pay** a \$7.7 million settlement for allegedly using its nonprofit, Pearson **Charitable Foundation** (PCF), to assist its profit-making parent corporation in developing educational materials— including software.

ON THE RISE OF PEARSON (OH, AND FOLLOWING THE MONEY)

<http://teacherblog.typepad.com/newteacher/2012/11/on-the-rise-of-pearson-oh-and-following-the-money.html> In a little over a decade, Pearson has practically taken over education as we know

it. Currently, it is the largest educational assessment company in the U.S. Twenty-five states use them as their only source of large-scale testing, and they give and mark over a billion multiple choice tests every year.[2] They are one of the largest suppliers of textbooks, especially as they look to acquire Random House this year. Their British imprint EdExcel is the largest examination board in the UK to be held in non-government hands.[3] - See more at:

<http://teacherblog.typepad.com/newteacher/2012/11/on-the-rise-of-pearson-oh-and-following-the-money.html#sthash.YPfVTbYi.dpuf>

Diane Ravitch writes a concise CCSS primer!

10. EVERYTHING YOU NEED TO KNOW ABOUT COMMON CORE — RAVITCH

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/01/18/everything-you-need-to-know-about-common-core-ravitch/> My fears were confirmed by the **Common Core tests**. Wherever they have been implemented, they have caused a dramatic collapse of test scores. In state after state, the passing rates dropped by about 30%. This was not happenstance. This was failure by design

Do you think teachers associations should promote debates about these ideas?

11. <http://larrycuban.wordpress.com/2012/03/03/why-common-core-standards-will-fail-jay-mathews-and-chester-finn/> “As Loveless notes, there are three main arguments for having **all public schools** teach the same subjects at the same level of rigor and complexity. First, students will learn more if their learning targets are set higher. Second, students will learn more if the passing grade for state tests is set higher. Third, students will learn more if lesson plans and textbooks are all made more complex and rigorous

through required high standards. Loveless analyzed all available research and found that none of those arguments holds enough validity to risk all [that money](#) and effort. “

What do you know about our “though standards”?

12. THE CASE AGAINST "TOUGHER STANDARDS" BY [ALFIE KOHN](#)

<http://www.alfiekohn.org/standards/rationale.htm> The result is that, from California to New York, from Michigan to Texas, from Virginia to Colorado, the kind of teaching that helps students understand ideas from the inside out -- and that sustains their interest in understanding -- is under siege. One story can stand in for thousands

What have the reforms done to many colleagues so far?

13. DEBUNKING THE CASE FOR [NATIONAL STANDARDS](#) ONE-SIZE-FITS-ALL MANDATES AND THEIR DANGERS BY [ALFIE KOHN](#)

<http://www.alfiekohn.org/teaching/edweek/national.htm> Today we survey the wreckage. Talented teachers have abandoned the profession after having been turned into glorified test-prep technicians. Low-income teenagers have been forced out of school by do-or-die graduation exams. Countless inventive [learning activities](#) have been eliminated in favor of prefabricated lessons pegged to numbingly specific state standards. And now we're informed that what we really need . . . is to standardize this whole operation from [coast to coast](#). Have we lost our minds? Because we're certainly in the process of losing our children's minds.

Dennis Van Roekel is the president of NEA and the leader that tells millions of NEA members to comply with and follow CCSS. After learning something about CCSS, what do you think of his leadership on this matter?

14. LET'S HELP NEA'S DENNIS VAN ROEKEL FORSAKE HIS COMMON CORE "GUESSING"

<http://deutsch29.wordpress.com/2014/01/18/lets-help-neas-dennis-van-roekel-forsake-his-common-core-guessing/> It seems that [National Education Association](#) (NEA) President Dennis Van Roekel is

willing to ignore **the “forest” of the spectrum** of top-down, punitive, privatizer-friendly, anti-democratic, community-school-destroying reforms in favor of the “tree” of his narrow focus on issues regarding concerns over specific items in the Common Core State Standards (CCSS). In **this January 14, 2014, Education Week article**, Van Roekel maintains that he has yet to hear anyone offer disagreement over CCSS specifics.

NEA PRESIDENT: WE NEED A COURSE CORRECTION ON COMMON CORE

<http://neatoday.org/2014/02/19/nea-president-we-need-a-course-correction-on-common-core/comment-page-1/#comment-362785>

15. NEW YORK TEACHERS TURN ON COMMON CORE

<http://www.politico.com/story/2014/01/new-york-common-core-teachers-schools-education-102614.html> The NYSUT, which represents about 600,000 teachers, [retired teachers](#) and school professionals — and [accounts](#) for 15 percent of national teacher union membership — is demanding “major course corrections” before it can consider supporting the standards again.

16. THE IMPORTANCE OF COMMON CORE FOR NATIONALLY-PERVASIVE ED REFORM

<http://deutsch29.wordpress.com/category/high-stakes-testing/> Union influence will not save teachers from potential statewide closures of traditional public schools as such are handed over to a federal “turnaround” program. Imagine entire states where all teachers are suddenly unemployed due to statewide takeover of schools by charter operators. Imagine that the best hope is for all teachers in a state to “re-apply” for their positions under charter operation. Those rehired would be at the mercy of the numbers— student test scores and **student passing rates**— to a degree as of yet unknown by victims of [American education privatization](#).

17. A CONNECTICUT SUPERINTENDENT SPEAKS AGAINST FAILED REFORMS

<http://dianeravitch.net/2014/02/05/a-connecticut-superintendent-speaks-out-against-failed-reforms/> Finally, do not be a cynic, but be a skeptic about the common core. How can this be done? Demand the evidence to support whether or not the standards are age-appropriate for our youngest learners. Demand the input of early childhood experts like the 500+ nationally recognized early childhood professionals who signed a joint statement expressing “grave concerns” about the K-3 standards.

18. COMMON CORE ADJUSTMENTS DO NOT GO FAR ENOUGH, BLAST OPPONENTS

<http://www.longislandpress.com/2014/02/16/common-core-adjustments-do-not-go-far-enough-say-opponents/> “The adjustments are a sham,” she tells the *Long Island Press*. “First off, they don’t address the absolute flaws in the Common Core, the amount of testing that goes on in the state, which is too high, and the sharing of children’s data. They should have cancelled their contract with InBloom but instead refuse to listen to parents’ concerns regarding the sharing of their children’s data.

19. FROM SEATTLE: Six reasons why CCSS fails. <http://seattleducation2010.wordpress.com/2014/03/21/6-reasons-why-the-common-core-standards-are-a-big-fail-the-facts-down-and-dirty/>

20. **Legislators in Indiana voted to void CCSS!** [Schneider said the more he learned about Common Core, the more troubled he was. “Back in 2012 not many of us knew what Common Core was,” he said. “We were able to expose Common Core and some of the main issues and problems.”](#)

<http://www.thestranger.com/seattle/seattle-teachers-vow-to-boycott-a-new-standardized-test/Content?oid=18966894>

21. Fresno Unified is one of eight districts that won the waiver last year as part of a consortium called the [California Office](#) to Reform Education, or CORE, a nonprofit that helped write the waiver

and now oversees its implementation. California applied for statewide relief in 2012, but was rejected. <http://www.fresnobee.com/2014/03/12/3819200/fresno-teachers-pack-district.html>

**When someone asks me about
the issue of Common Core.
I have to ask which issue?**

The fact that they were written by trade organizations and not educators?

The fact that they were adopted by states without any legislative approval?

The fact that they are inappropriate standards for early childhood learning?

The fact that they are lower than many standards that were already in place?

The fact that they have no projected cost analysis to the states?

The fact that they collect data on my children and family without permission?

The fact that they include tests that ask inappropriate questions of my kids?

The fact that they may be in violation of 3 Federal Laws governing education?

The fact that personal information is being sold to testing companies for profit?

The fact that teachers are being assessed on the outcomes of questionable tests?

The fact that local school boards have lost all control over their schools?

The fact that the govt changed laws to release personal data to virtually anyone?

The fact that these standards will not prepare kids for college and STEM careers?

The fact that students are struggling with questionable math problems?

The fact that parents are not allowed to see what tests the children are taking?

The fact that teachers don't understand the curriculum they are forced to teach?

The fact that you have no idea about this?

Now which issue would you like to discuss?

That is Common Core!