

The Excellent But False Messaging of the Common Core Standards Lyndsey Layton of the *Washington Post* [reported](http://www.washingtonpost.com/local/education/the-excellent-but-false-messaging-of-the-common-core-standards/2014/06/07/) that the Hunt Institute in North Carolina received more than \$5 million from the Gates Foundation to organize support for the brand-new, unknown, untested Common Core standards. Organizing support meant creating the message as well as mobilizing messengers, many of whom were also funded by the Gates Foundation. http://www.huffingtonpost.com/diane-ravitch/the-excellent-but-false-messaging-of-the-common-core-standards/b_5577845.html

How Bill Gates pulled off the Swift Common Core Revolution The Bill and Melinda Gates Foundation didn't just bankroll the development of what became known as the Common Core State Standards. With more than \$200 million, the foundation also built political support across the country, persuading state governments to make systemic and costly changes. The Gates Foundation spread money across the political spectrum, to entities including the big teachers unions, the American Federation of Teachers and the National Education Association, and business organizations such as the U.S. Chamber of Commerce — groups that have clashed in the past but became vocal backers of the standards. http://www.washingtonpost.com/politics/how-bill-gates-pulled-off-the-swift-common-core-revolution/2014/06/07/a830e32e-ec34-11e3-9f5c-9075d5508f0a_story.html

Common Core Standards: Ten Colossal Errors

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

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

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

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

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

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

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

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

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

Error #10: The biggest problem of American education and American society is the growing number of children living in poverty. http://blogs.edweek.org/teachers/living-in-dialogue/2013/11/common_core_standards_ten_colossal_errors.html

ARGUMENTS AGAINST THE COMMON CORE**A CHICAGO TEACHERS UNION POSITION PAPER JULY 2014**

Across the country, education policy-makers from the Department of Education to state and local school boards are pursuing so-called education “reform”. These “reforms” are heavily promoted and financed by the business community, which sees them as setting the stage for future profits. “Reforms” include the appropriation of public funds by private charter school managers, the wholesale closing of public schools, disproportional emphasis on standardized testing, and attacks on teachers and their unions. While Common Core Standards may appear to be benign or even helpful, they are part and parcel of the corporate reform strategy. Standards, coupled with testing and evaluation tied to student test scores, set the stage for greater control of what is taught in each classroom--destroying teacher discretion, and pressuring teachers to ignore the needs of the students in front of them by focusing on the fulfillment of requirements set by the school district. <http://www.ctunet.com/quest-center/research/ctu-on-ccss>

New York teachers turn on Common Core The board of the New York state teachers union this weekend unanimously withdrew its support for the Common Core standards as they have been implemented — a major blow for Common Core advocates who have been touting support from teachers as proof that the standards will succeed in classrooms nationwide. “We’ll have to be the first to say it’s failed,” said Richard Iannuzzi, president of New York State United Teachers.

<http://www.politico.com/story/2014/01/new-york-common-core-teachers-schools-education-102614.html>

Read more: <http://www.politico.com/story/2014/01/new-york-common-core-teachers-schools-education-102614.html#ixzz3DdmIpdXh>

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

As Gerald Bracey noted there is no evidence that the simple act of raising standards or making them uniform across states will,, in fact, cause increased student learning. Similarly, Grover Whitehurst did not find, following his 50-state analysis, a relationship between standards and performance. At the very least, there appears to be faint evidence or promise for this reform in proportion to the massive, national undertaking it has become. In fact, setting high uniform national standards could be harmful to effective government and reform. <http://nepc.colorado.edu/files/PB-NatStans-Mathis.pdf>