

▶ History

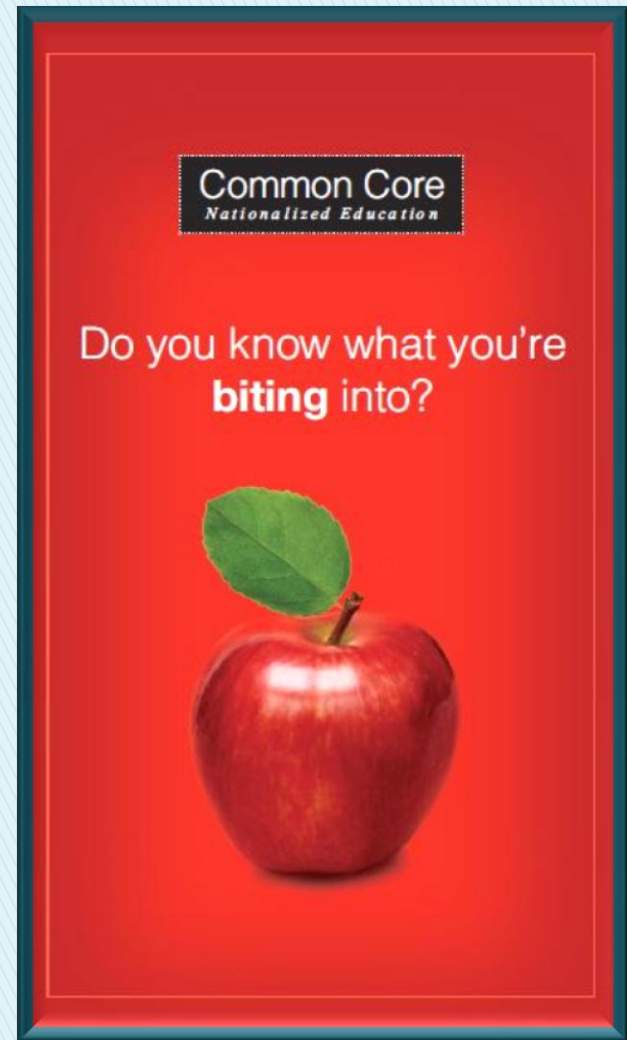
– Lisa Christiansen

▶ Curriculum and Assessments

– Lisa Johnson

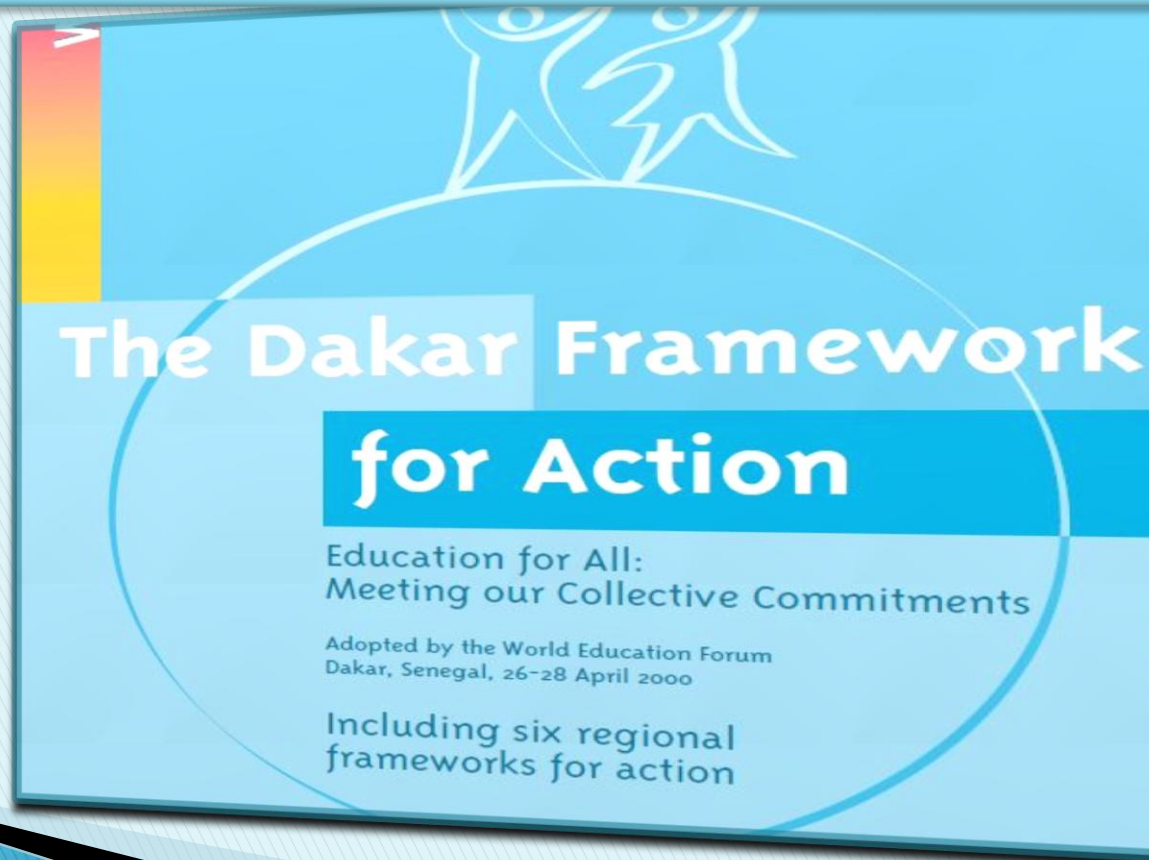
▶ Data Collection

– Jodi Kohli



United Nations Education, Scientific and
Cultural Organization (UNESCO)

Millennial Education Goals for 2015



Dakar Framework for Action

EDUCATION FOR ALL GOALS FOR 2015

- ▶ Expand **early childhood care and education**, especially for vulnerable and disadvantaged children.
- ▶ Children in difficult circumstances and those belonging to ethnic minorities have access to free and compulsory primary education of **good quality**.
- ▶ Improve all aspects of the quality of education and **measurable learning outcomes**, especially in **literacy and numeracy**.
- ▶ Track **drop out** and **graduation rates**.
- ▶ Collect **disaggregated data** both to identify areas of greatest inequity and to provide data for **local-level planning, management and evaluation**.
- ▶ Invest in **national action plans**, paying particular attention to disadvantaged groups.

**United States of America/
Etats-Unis d'Amérique**

★ Dr Thomas Fox
Assistant Administrator
Bureau for Policy and Program
Coordination
US Agency for International
Development
Ronald Reagan Building,
Room 6.08-113
1300 Pennsylvania Avenue, N.W.
Washington, DC 20523-6802
Tel: (1202) 712 1430
Fax: (1202) 216 3426
e-mail: tfox@usaid.gov



★ Mr Gene Sperling
Head of Delegation (for Friday 28th
Assistant to the President for
Economic Policy and Director
National Economic Council

★ Ms Norma Cantu
Assistant Secretary
Office of Civil Rights
US Department of Education
330 C Street, S.W.
Washington, DC 20202-1100
Tel: (1202) 205 5557
Fax: (1202) 205 5381
e-mail: norma_v._cantu@ed.gov

★ Dr Gordon Ambach
Executive Director
Council of Chief State School

UNESCO's Mission Statement

Lifelong Learning

In the 21st century, the need to embed the principles of lifelong learning in education and broader development policies takes on a more urgent tone than ever before. Lifelong learning principles, if systematically implemented, will be able to contribute to more just and equitable societies.

Lifelong learning encompasses learning at all ages and subsumes formal, non-formal and informal

learning. Two ground-breaking reports on lifelong learning by UNESCO (Varela, 1972; *Delors Report*, 1996) articulated fundamental principles of lifelong learning. The *UNESCO Medium-Term Strategy 2008-2013* has, as one of its overarching objectives for the Education Sector, "attaining quality education for all and lifelong learning". The United Nations Decade of Education for Sustainable Development, which UNESCO coordinates, has identified lifelong learning as a key to the role of lifelong learning challenges.



© UNESCO Institute for Lifelong Learning

QUALITY EDUCATION FOR ALL YOUNG PEOPLE

Reflections and contributions
emerging from the

47th INTERNATIONAL
CONFERENCE ON EDUCATION
OF UNESCO

GENEVA, 8-11 SEPTEMBER 2004

Education for All Movement



©UNESCO/Justin Mott

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals.

The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other convenors of the Dakar Forum (UNDP, UNFPA, UNICEF and the World Bank). As the leading agency, UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilisation of funding, and capacity development.

When we speak about quality education, we are really speaking about how we, as a global community, can provide a quality life for our citizens. We are speaking about building a better world. We must make time to continue this dialogue but the time for actions must not be delayed.

Her Highness Sheikah Mozah Bint Nasser al Misnad,
UNESCO special Envoy for basic and higher education, Qatar

Exit Outcomes

The Horseheads Central School graduate will be ...

- a life-long learner
- a caring, productive citizen
- an effective communicator
- a creative problem-solver
- a quality decision-maker
- a healthy, well-rounded person

 **Boulder Valley School District**
Excellence and Equity


Lifelong Learning

Mission Statement

The mission of the Corning Community Schools is to provide each student with educational skills and knowledge necessary to become **lifelong learners** and productive members of society.

Our Mission

"Quality Education for All"

The Mission of the Horseheads Central School Community is to provide a quality education in a nurturing environment which promotes excellence, growth, and a sense of civic responsibility.

Spartanburg School District Six, where children are always first, ensures the highest quality education for all children by providing a highly qualified staff, a challenging curriculum, first class facilities, and a safe and nurturing environment.

Welcome to Highland School District!

Highland School District #203

A Quality Education for All Students

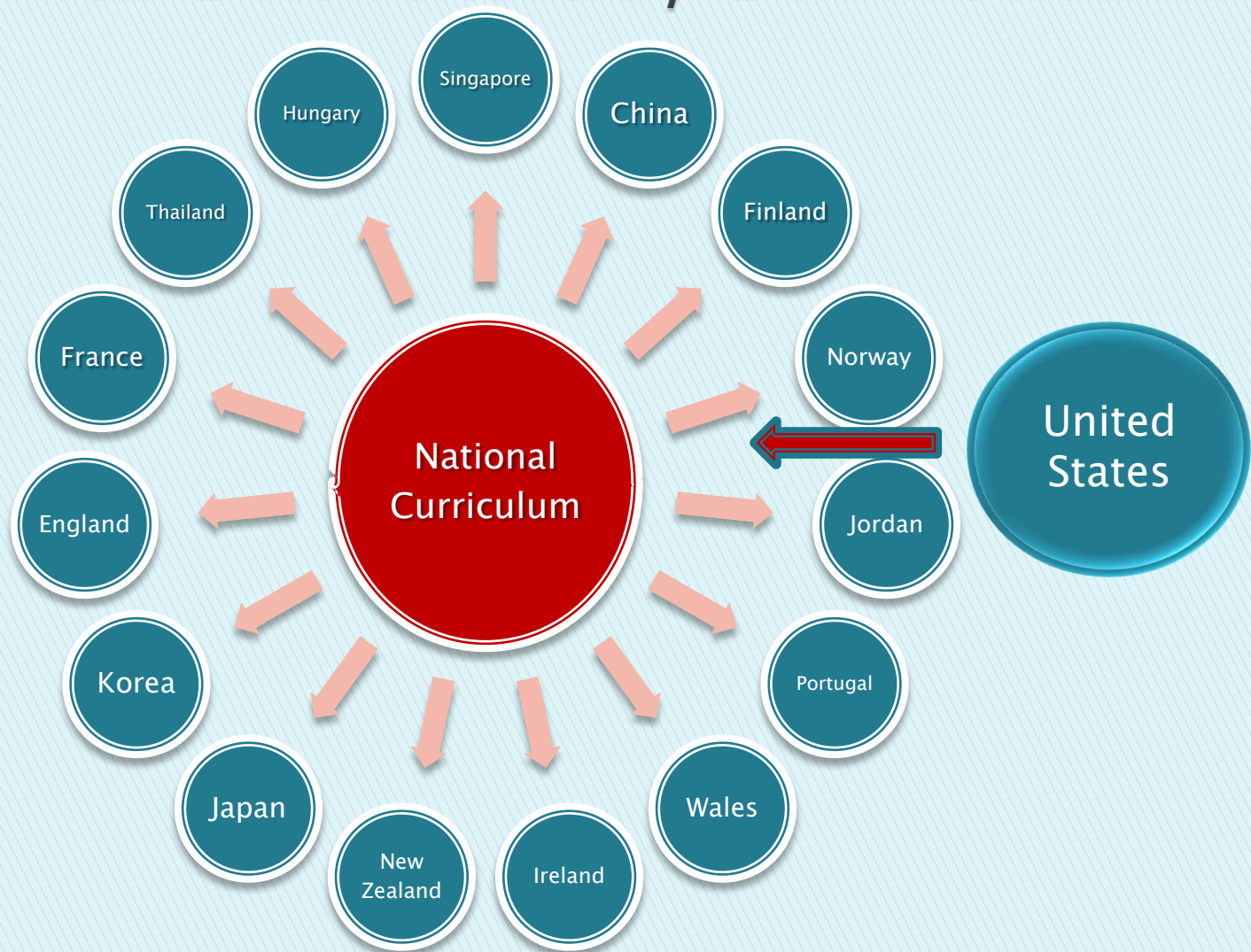
P.O. Box 38.....Cowiche, WA 98923

509-678-4173

District Mission Statement

The Milpitas Unified School District develops students who are both engaged in lifelong learning and are successful citizens in the 21st century.

National Standards / Curriculum



Improving America's Schools Act
1994
President Clinton



No Child Left Behind
2001
President Bush

- ▶ Established “measurable goals” to improve outcomes in English and math.
- ▶ High stakes exams to track student achievement and graduation rates.
- ▶ Required states to use disaggregated data to show performance by gender, racial and ethnic minority groups, disabilities, Free or Reduced Lunch, English fluency and the economically disadvantaged.

2006

UNESCO produced a brochure emphasizing that *“working with the private sector to meet these education goals is a necessity, not an option.”*

Private partners of CCSS include:

- ✓ **Bill and Melinda Gates Foundation**
- ✓ **Carnegie Foundation**
- ✓ **Microsoft**
- ✓ **Cisco**
- ✓ **Intel**
- ✓ **GE**
- ✓ **Verizon**
- ✓ **Pearson**

IN WITNESS WHEREOF this Agreement has been executed by duly authorized officers of the Parties

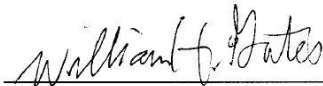
Executed in Paris on 17 November 2004 in two original copies.

For UNESCO



Koïchiro Matsuura
Director-General

For Microsoft Corporation



Bill Gates
Chairman and Chief Software Architect

Cooperation Agreement

between

The United Nations Educational, Scientific and Cultural Organization,
7, place de Fontenoy
75352 Paris 07 SP
France
(referred to as “UNESCO”),
represented by its Director-General Koïchiro Matsuura

and

Microsoft Corporation,
One Microsoft Way
Washington 98052-6399
USA
(referred to as “Microsoft”),

2008 Gates Foundation



Achieve

Report



**Out of Many, One:
Toward Rigorous Common
Core Standards From the
Ground Up**

July 2008

CIVIC MARSHALL PLAN PLANKS FOR EDUCATION REFORM

- ▶ **Universal PreK** for those from moderate to low-income families and an expansion of Head Start. (\$500M from RTTT Early Learning Grants through DOE and DHHS)
- ▶ Establishing a **longitudinal student data system**.
 - Requiring the inclusion of the % of students who are chronically absent as part of the **Civil Rights Data Collection** and should be part of the analysis for federal grant programs targeting low-performing schools
- ▶ Students need to be surrounded with **developmental resources**.
 - Schools and communities should partner with non profits, volunteers and full time national service members
 - AmeriCorp
 - Communities In Schools
 - Big Brother/Big Sister
 - United Way



1 School system asks Communities In Schools to help, we assign a **site coordinator**.



2 Site coordinator and school administrators **develop the plan and build a team**.



3 Site coordinator **organizes local services** to benefit the student.

MENTORS



TUTORS



FOOD BANK



FAMILY COUNSELING



HEALTH SERVICES



JOB SHADOWING



COLLEGE VISITS



SERVICE LEARNING



4 Services are **monitored and adjusted** every year.

ONGOING EVALUATION
INTEGRATED SERVICES

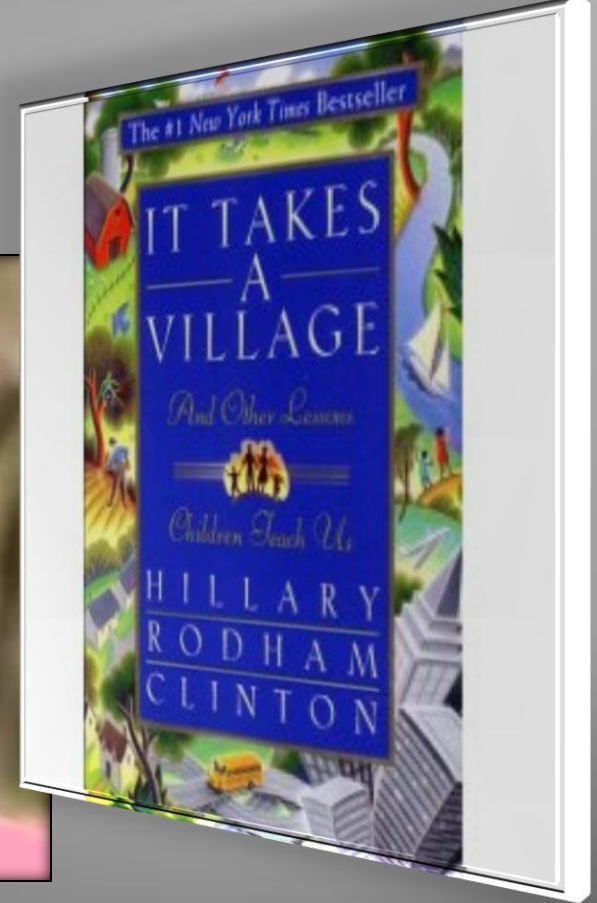


Communities In Schools

Parents?
Family?
Church?



“We have to break through our private idea that kids belong to their parents or kids belong to their families.”



“Schools can't do this work by themselves. Where schools sweep their children out the door at 2:30 and onto the streets is simply not good enough...” **ARNE DUNCAN**



2009 Stimulus \$100B for Education

\$4.3B

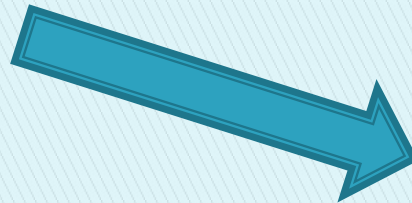


**RACE TO
THE TOP**

+

**NCLB
WAIVERS**

NY received
\$700 million



**MOUs to adopt
National
Common
Standards and
Assessments**

TO: Dane Linn, National Governors' Association
Gene Wilhoit, Council of Chief State School Officers

FR: Vicki Phillips, Director of Education, College Ready, **The Bill & Melinda Gates Foundation**

RE: Criteria and Support for States for "Race-to-the-Top" Applications

As you know, The Bill & Melinda Gates Foundation is committed to supporting efforts to dramatically increase the number of students who graduate high school ready for college, career and life, and ensuring that all graduates, particularly low-income students, succeed at earning a postsecondary credential. Our strategy focuses on effective teaching, clear and rigorous standards, excellent assessments, implementation tools, and the thoughtful use of data. Both NGA and CCSSO have played an integral role in advancing this work.

As you also know, this summer we offered consulting assistance to 15 states for their "Race to the Top" (RTTT) applications. These states have all demonstrated a deep commitment to the policy components mentioned above, and we believe that with the right support and the additional leverage of RTTT funds they are poised to successfully scale reform efforts that can dramatically improve student achievement. Accordingly, these states will be targets for further foundation investment provided they continue to follow through on these commitments. In the case of two states, Texas and New York, they will need to make additional, explicit progress on common standards and removing barriers to linking student and teacher data respectively in order to remain eligible for future investments.

After much discussion and careful consideration of your feedback, we have decided to offer funds for consulting support to any of the remaining 35 states who can meet similar criteria for funding. This support will assist those states in the development of proposals to the federal government for the initial distribution of RTTT funds. Offering assistance to all states able to meet the criteria we have established for assistance will, we hope, help accelerate progress.

States that would like to take advantage of this assistance are invited to apply to the Arabella Legacy Fund, who will administer this funding. In order to receive the support, states must complete a brief application responding to the criteria below, and provide background information on the consulting firm of their choice.

“STATE-LED” FRONT GROUPS

- ▶ **National Governor’s Association**

- ▶ **Counsel of Chief State School Officers**



ARNE DUNCAN TO THE NGA

JUNE 2009

*“It is especially important that this is started at the **STATE LEVEL** because some people will raise concerns that common standards across states will lead to federal overreach...*

*...the **Obama Administration** will help pay for the costs of developing those tests... **We** know the financial stress you are under and want to remove the financial constraints.”*

*“This is **your** opportunity to ...create **FUNDAMENTAL and LASTING CHANGE.***

*...It is absolutely a **NATIONAL** challenge that **we** must meet together or **we** will **compromise our COLLECTIVE future.***

There's never been this much money on the table and there may never again be.

*Once these standards are completed, **I** encourage you to adopt them so that everyone will know that you are serious. And that's when your leadership will absolutely be tested because people will push back.*

*Improving education is not just a moral obligation of society, it is not just an economic imperative. **It's the CIVIL RIGHTS ISSUE OF OUR GENERATION** and the only way to **achieve the vision of equality spelled out by our Founding Fathers.**”*

- Arne Duncan

ENGLISH LANGUAGE ARTS

Jim
Patterson

- Lead writer
- Content specialist for the English and reading portions of the
- ACT's College Readiness Standards
- Will adapt CCSS to college entrance exams

Susan
Pimentel

- Wrote “Raising the Standard: An Eight Step Guide For Schools And Communities” laying the groundwork for lasting school reform. Organizations such as Achieve and the American Federation of Teachers (AFL-CIO) can help “guide” standards
- Donated \$20k to Democrats and Obama campaign in 2012

David
Coleman

- **Student Achievement Partners**
- Founded the GROW Network which was later acquired by McGraw-Hill
- SAP received \$18M donation from GE
- Now at College Board
- Donated \$15k to Obama campaign in 2012

MATH

Bill
McCallum

- Professor at University of Arizona
- Donations to Obama, DNC, MoveOn.org, Gabby Giffords

Jason Zimba

- GROW Network with David Coleman
- Center for Advancement of Public Action (CAPA)
- Bennington College, VT CAPA “school” on human rights, transformation, education, social change, and community organizing.
- \$3,000 to Obama campaign

Phil Daro

- Board member Noyce Foundation
- In 2010, Noyce gave \$500k to Achieve, National Research Council and NGA
- Donated to Obama in 2012

Five States Have
Not Adopted
CCSS

TX

AK

MN

NE

VA

ELA Only

Contract between DOE and consortia using \$350M from stimulus

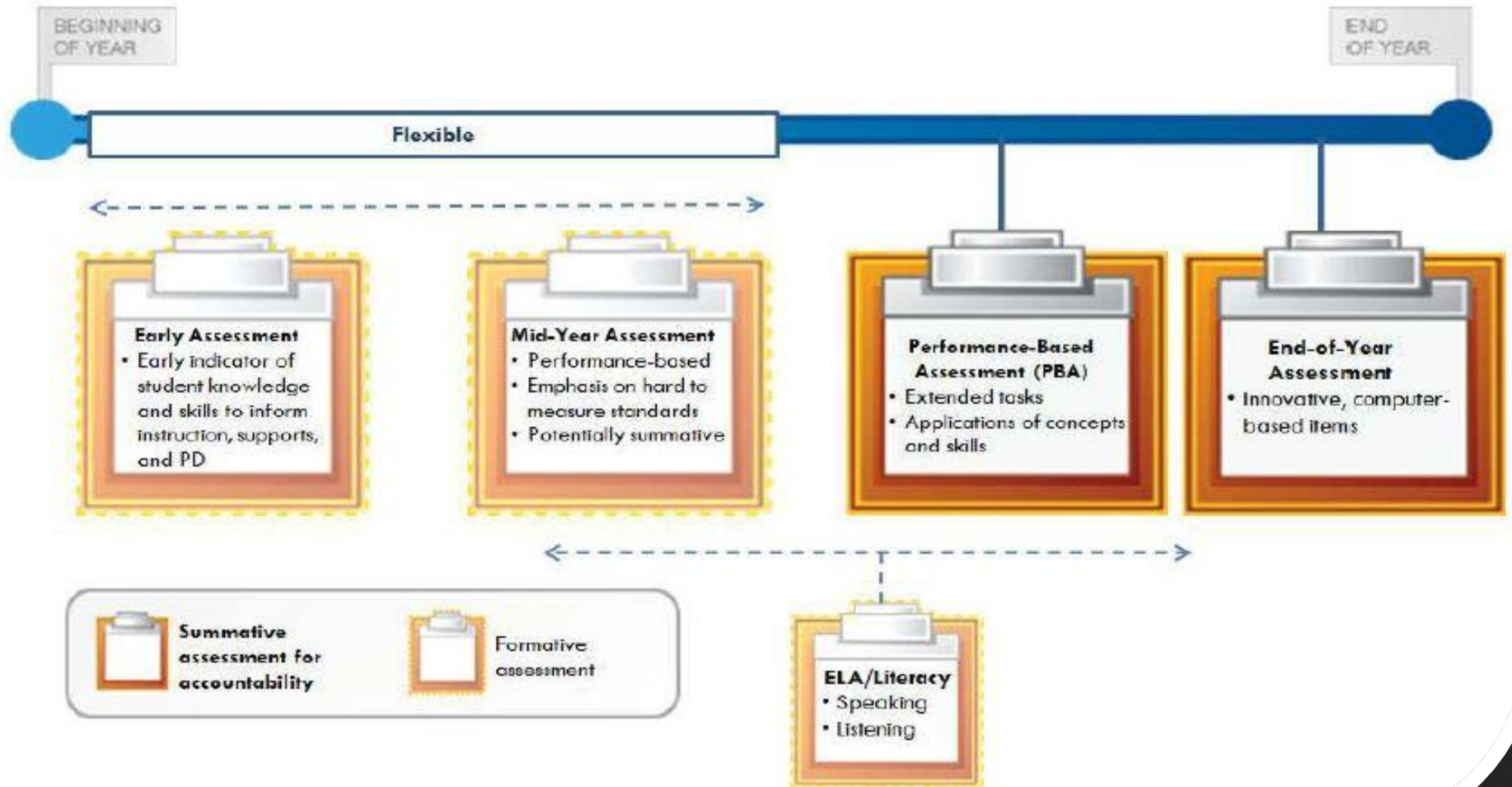


Arizona, Arkansas, Colorado,
Washington DC, Florida, Georgia,
Illinois, Indiana, Kentucky,
Louisiana, Maryland, Massachusetts,
Mississippi, New Jersey, New York,
New Mexico, North Dakota, Ohio,
Oklahoma, Rhode Island, Tennessee



California, Connecticut, Delaware,
Hawaii, Idaho, Iowa, Kansas, Maine,
Michigan, Missouri, Montana,
Nevada, New Hampshire, North
Carolina, Oregon, South Carolina,
South Dakota, US Virgin Islands,
Vermont, Washington,
West Virginia, Wisconsin, Wyoming

Create High-Quality Assessments



Will also require new college entrance exams to be adapted

National Graduation & Assessment Requirments

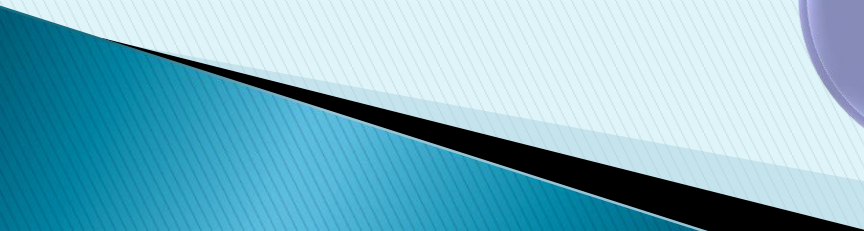
Common Core

Digital Technology & Textbooks



National Exam

National Curriculum





United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

Observatory of Learning Outcomes: Design summary

August 2011

1. The UNESCO Institute for Statistics (UIS) has launched a new initiative to track student achievement and its measurement worldwide. The design proposal incorporates inputs from various constituencies. These inputs were obtained through informal consultations throughout 2010. The UIS will continue to seek feedback from practitioners, decision makers, and researchers. Ultimately, the execution of this new UIS initiative will rely extensively on partnerships with relevant institutions.
2. The UIS is the authoritative source for a wide range of internationally comparable statistics in education, science and technology, culture and communication. With this new initiative, the UIS will add indicators of student achievement to the existing education indicators already in its databases (e.g. enrolment, teachers, and finance).
3. The Observatory of Learning Outcomes (OLO) will be a contributor to the ongoing collective efforts by nations and the international development community to emphasize the importance of learning outcomes and place it at the heart of the Education for All (EFA) agenda. It should be noted that this Observatory will not organize a new international assessment.
4. While the design of the Observatory remains open to inputs by professionals in the field; it currently comprises two components:
 - a. A global database of internationally comparable indicators of learning outcomes. The source information for this dataset comes from existing and or new assessments – with a focus on reading, numeracy and writing skills at the end of the primary education. International comparability is a central attribute of the UIS mandate to monitor worldwide progress in education quality.
 - b. A catalogue of measures used by countries to depict the learning levels of their school children (i.e. from national assessments and examinations, and international sources) including selected attributes of the approaches countries choose to generate and report this information.

8. Through this global database, the UIS also seeks to contribute to a debate on the desirability and feasibility of a global agreement on internationally comparable indicators of reading, writing and numeracy skills to be attained by the end of primary schooling.
9. The catalogue will draw results from assessments and examinations. Existing national and international sources will be included. The pilot of the catalogue is scheduled for mid-2011 and the first phase is planned for 2012. The pilot will cover approximately 10 to 20 countries. Partner institutions will work directly with governments to compile the information. The UIS will use a standard template for data collection in all pilot countries. There will be a gradual increase in the number of countries included in each execution phase.

Main line of action 1: Development of education indicators and promotion of data use and analysis

In order to ensure a comprehensive and informative picture of the state of education, the strategy for the 2012-2013 biennium focuses on improving data quality at both national and international levels, particularly the comparability, coverage, reliability and timeliness of cross-nationally comparable indicators.



➔ \$73 Million



➔ \$103 Million



➔ \$39 Million



➔ \$2 Million



\$9Million



Center for American Progress, Tides Foundation, PARCC, Brookings Institute, NPR, Rock the Vote, NGA, WestEd, CCSSO

\$125k



NGA, CCSSO, Carnegie Corporation, Brookings Institute, Tides Foundation

\$25Million



Dr. Wadsworth on Board of Achieve, Richard Benedick Advisor at 1992 Rio Conference-Agenda 21, reviewing & editing Next Generation Science Standards

\$38Million



\$4Million

"A 1980 college graduate earned 40% more over a lifetime than a high school graduate....The current rate will be about 100% by 2025. Now, that might be great for the few, the wealthy, and the S.A.T. gifted who get to GO to college and GET that 100% premium...We have an education system that, unfortunately, serves the white and the wealthy. There is a class-based denial of opportunity."

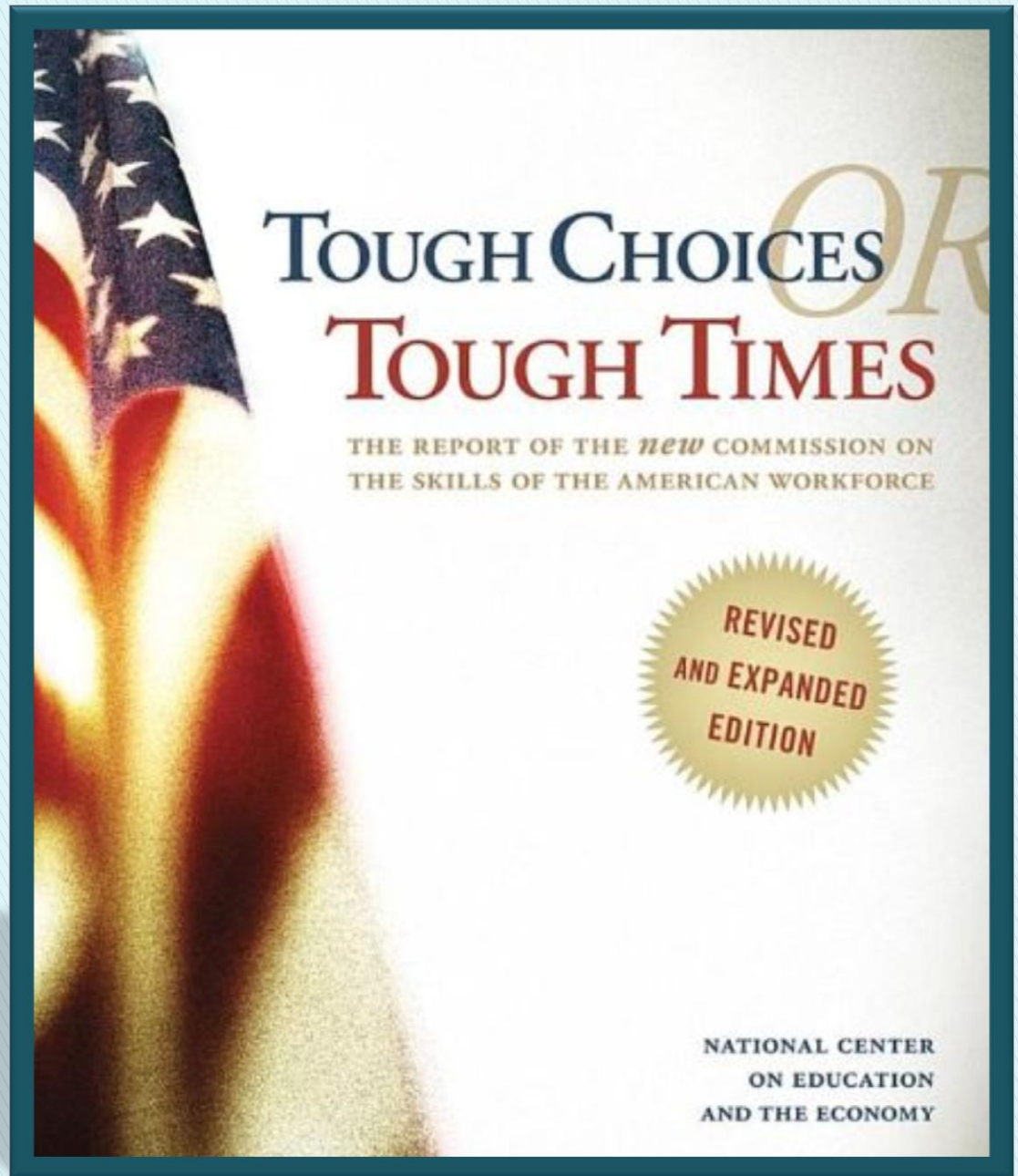


*Dr. James Applegate
VP of Strategic Impact
Lumina Foundation*

Bill and Melinda
Gates Foundation



- ✓ Universal early childhood education
- ✓ Equality of pay
- ✓ Creating more equality and fairness between poor schools and wealthy schools
- ✓ “Equalize access”



Expanding 'fiscal space' – an Education for All priority

Rich countries have been able to put into place large-scale stimulus packages to support recovery and protect public spending. They have invested heavily in programmes aimed at restoring economic growth, protecting vulnerable citizens and maintaining vital social infrastructure. Education has been a priority: for example, the American Recovery and Reconstruction Act (ARRA) earmarks an estimated US\$130 billion for education-related expenditure.

Most of the world's poor resources to counteract aid is the only means to alleviate budgetary pressures critical that this aid be pressures convert the human development without increased aid implement spending education.

have provided only modest support for the world's poorest countries and most vulnerable citizens. The limited scale of intervention has been obscured by a 'smoke and mirrors' reporting system. Most of what has been presented as additional aid is in fact reprogrammed or repackaged support. An estimated additional US\$2 billion to US\$3 billion annually in new and additional finance has been provided for low-income countries as a group, principally through the International Monetary Fund (IMF). This compares with an estimated aid shortfall of US\$80 billion per year compared with pre-crisis projections for sub-Saharan Africa in 2009 and 2010. Losses on this scale have

Rich country governments have provided only modest support for the world's poorest countries and most vulnerable citizens

European and North American countries have a responsibility towards the regions of the world where education is less widespread. They meet this responsibility by means of co-operation and development provided in bilateral and multilateral forms. In the field of education, this assistance appears now to focus more on basic education. However, despite the commitments for increases declared by Heads of States at Jomtien and Copenhagen, the level of the aid has decreased over the last decade.

Despite the recent announcement of an increase in international aid provided by the industrialized countries, the effort is still insufficient to achieve the United Nations Millennium Development Goals. Current levels of aid will have to be practically doubled if the Goals are to be attained.

Education funding from the largest foundations is dwarfed by donor aid

Contributions towards education from the five largest foundations and total aid to education from selected government donors, 2009-2010 or closest available year



Notes: Around two-thirds of the US\$15 million annual average from the William and Flora Hewlett Foundation originally came from the Bill & Melinda Gates Foundation. In most cases, the amount of support to education in developing countries had to be estimated using aggregate data from foundations.

Sources: Annex, Aid Table 2; Carnegie Corporation of New York (2011); Ford Foundation (2011); MasterCard Foundation (2010); William and Flora Hewlett Foundation (2010); van Fleet (2012).

SOURCE: 2012 *EFA Global Monitoring Report: Youth and Skills — Putting education to work*. Paris, UNESCO. Figure 2.11, page 166.

© UNESCO

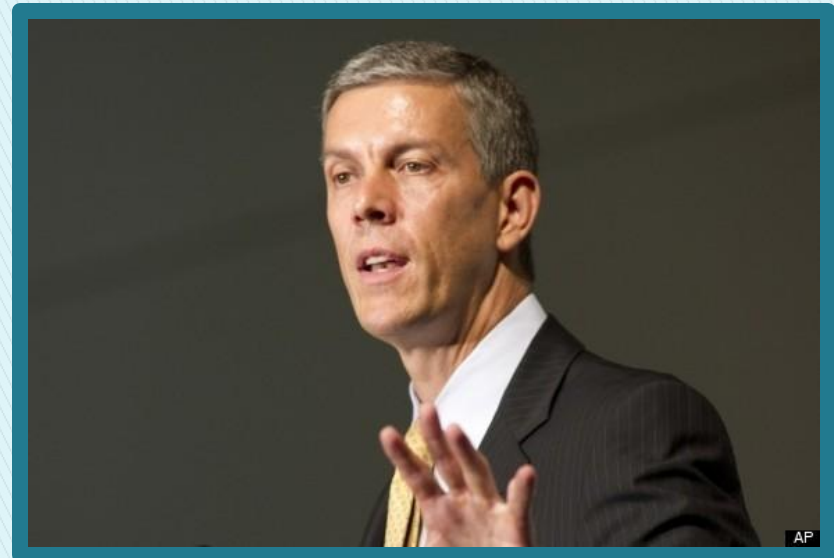
www.efareport.unesco.org

**EFA
GMR** EDUCATION
FOR ALL
GLOBAL
MONITORING
REPORT

United States is one of the largest donors to UNESCO >>>
UNESCO

"We need to move from textbooks to digital...
I think particularly in disadvantaged
communities...technology can be a great equalizer.
A huge part of the equity agenda."

-Arne Duncan



FCC WEBSITE

Right now nearly one-third of the country – 100 million Americans – doesn't have high-speed Internet at home... Minorities and low-income Americans are the hardest hit by this divide.

The **“Connect to Compete”** effort will offer millions of families eligible for the National School Lunch Program discounted \$9.95/month broadband Internet.

Closing the digital divide isn't just an economic issue, it's one of the **great CIVIL RIGHTS CHALLENGES of our time. Broadband can be the great equalizer –**

**\$7B from stimulus to
expand broadband**



[Home](#) • [Briefing Room](#) • [Statements & Releases](#)

The White House

Office of the Press Secretary



For Immediate Release

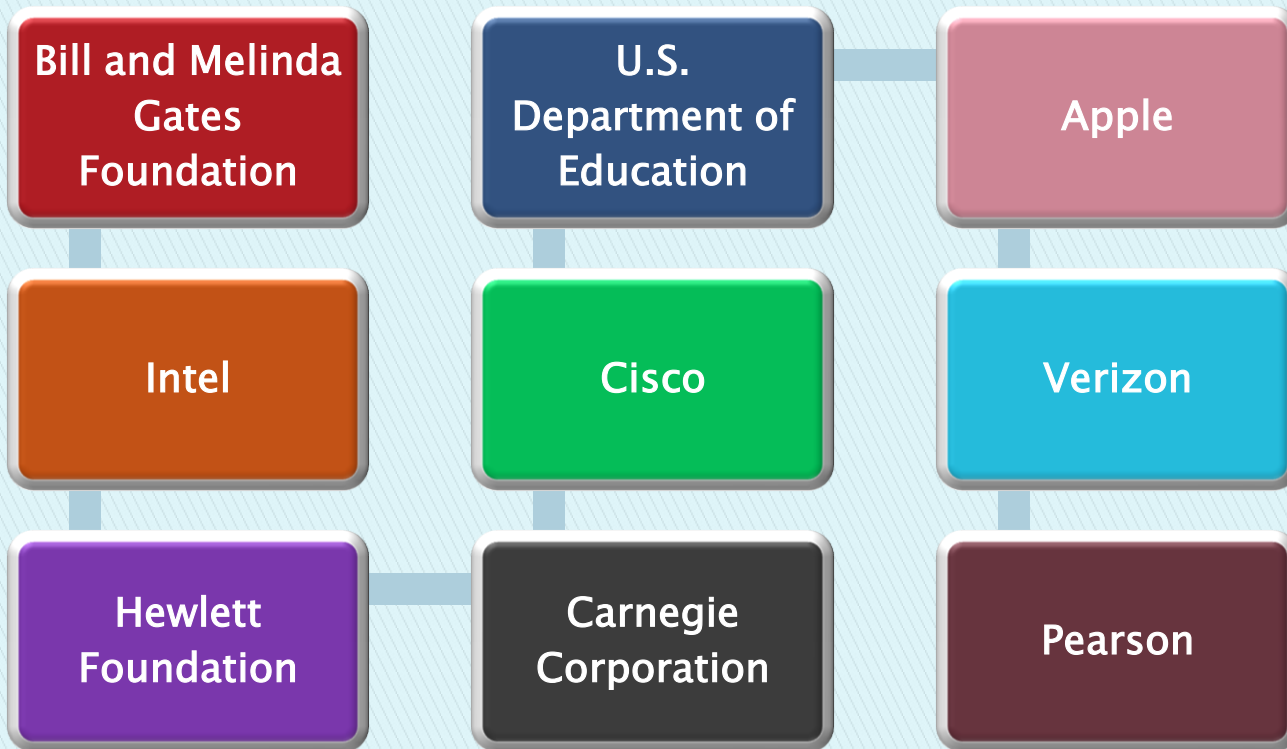
September 16, 2011

White House to Launch "Digital Promise" Initiative

Responding to President's Call to Action, Key Effort by Leaders in Industry and Universities to Transform Learning Technology

Today, the White House and Secretary of Education Arne Duncan announced the launch of "Digital Promise," a new national center created by Congress with bipartisan support to advance technologies to transform teaching and learning. Digital Promise will receive startup funds from the Department of Education as well as the Carnegie Corporation of New York and the William and Flora Hewlett Foundation. It will be overseen by board made up of prominent leaders in education and technology appointed by Secretary Duncan based on recommendations from the House of Representatives and United States Senate.

Digital Promise Partners



"Schools in Los Angeles allocated \$50 million to start buying tablets for every student; the project is expected to cost \$500 million by the time it is completed. "

"Schools in McAllen, Texas, distributed 6,800 Apple tablets last year at a cost of \$20.5 million."

"The Eanes Independent School District in Austin is distributing more than 2,000 iPads to every student, from kindergarteners to high school seniors. The cost: \$1.2 million."

NYC Department of Education

<http://www.digitalpromise.org/initiatives/league-of-innovative-schools/members/>

SECTION 12: OVERALL BUDGET PLAN

The matrix below summarizes the budget estimates provided in the technology sections in this Strategic Plan.

Budget to Implement

| Section: | 3-Year Plan | | | Total |
|---------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| | Year 1 | Year 2 | Year 3 | (In mil.) |
| Section 4: Upgrading school infrastructure models for 300 schools | 27.00 | 27.00 | 27.00 | 81.00 |
| Section 5: Data Center Services/Unified Storage | 78.00 | 42.00 | 30.00 | 150.00 |
| Section 6: Deploy Unified Communications/Collaboration solutions to 300 schools | 14.25 | 7.25 | 7.25 | 28.75 |
| Section 6: Deploy Next Generation Wireless | 8.00 | 8.00 | 8.00 | 24.00 |
| Section 7: Deploy user devices to 600 schools | 76.00 | 69.00 | 69.00 | 214.00 |
| Section 8: Information Security and Identity | 1.54 | 1.54 | 1.54 | 4.62 |
| Section 9: Learning Management Systems | 2.40 | 2.40 | 2.40 | 7.20 |
| Section 10: Enhancements to Network Operations Center (NOC) | 4.50 | 6.25 | 5.00 | 15.75 |
| Total | 211.69 | 163.44 | 150.19 | 525.32 |



EFA 2013 Report

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2013-thematic-notev2.pdf.pdf>

- **Innovative curriculum and assessments for sustaining development:** The Report will highlight school curriculum and assessment reforms that are making an impact on learning, especially reforms that are preparing young people with skills to engage with global development issues such as environmental degradation, climate change and democracy.
- **Improving education through learning assessments:** The importance of using national and international assessments to allow teachers to track student learning progress and to improve policy will be highlighted, focusing on countries that are demonstrating effective use of learning assessments to improve education and tackle inequalities in learning. The Report will assess how teachers in these countries have been able to use the assessments to improve their classroom practices, and how governments have used them to design targeted interventions to provide specific support to help children who are being left behind. Attention will also be given to innovative classroom assessments to provide teachers and learners with information to improve learning outcomes.
- **Innovative and inclusive curriculum for raising achievement:** At the primary education level, curriculum and assessment reforms that are aiming to address poor literacy and basic mathematics skills will be discussed. Emphasis will be on curriculum initiatives that are raising literacy and numeracy achievement levels for weak performers, and the policy implications.

Unit 1 builds students background about human rights and the Universal Declaration of Human Rights. The list below includes works with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

| TITLE | AUTHOR AND ILLUSTRATOR | TEXT TYPE | LEXILE MEASURE |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------|----------------|
| Lexile text measures below band level (under 740L) | | | |
| <i>For Every Child: The Rights of the Child in Words and Pictures</i> | Caroline Castle (author) | Informational Text | 510* |
| <i>I Have the Right to Be a Child*</i> | Alain Serres (author) Aurélia Fronty (illustrator) Helen Mixter (translator) | Informational Text | 420* |
| <i>The Child of the Earth</i> | Mary Hoffman (author), Karin | Informational Text | 510* |

5th Grade ELA “Informational Text” >>>

United Nations Universal Declaration of Human Rights

Supporting Materials

UNICEF Video: "For Every Child" (2010) www.youtube.com/watch?v=Mmy9MpwYKnQ&noredirect=1

A Short History of the UDHR Sentence Strips

(Instructions to Teacher: Cut this page into eight strips, one for each short excerpt. Give one strip to each small group during Work Time, Part B. Later, give students each a full copy of this page.)

Throughout history, most societies have had traditions such as the golden rule. This means "Do unto others as you would have them do unto you."

The U.S. Bill of Rights came into effect in 1791, but excluded women, people of color, and members of certain social, religious, economic, and political groups.

In 1919, the International Labor Organization (ILO) was formed to protect workers to be sure they stayed healthy and safe. But this organization didn't last.

During World War II (in the 1930s and 1940s), millions of people were killed by the Nazis. These people included Jews, gypsies, homosexuals, and people with disabilities.

President Franklin Delano Roosevelt gave a speech in 1941 about his vision for the world. He said that everyone should have four freedoms: freedom of speech, freedom of religion, freedom from want (being hungry), and freedom from fear.

In 1945, after World War II, governments decided to start the United Nations. The goal of the United Nations (UN) was to help peace and stop conflict around the world.

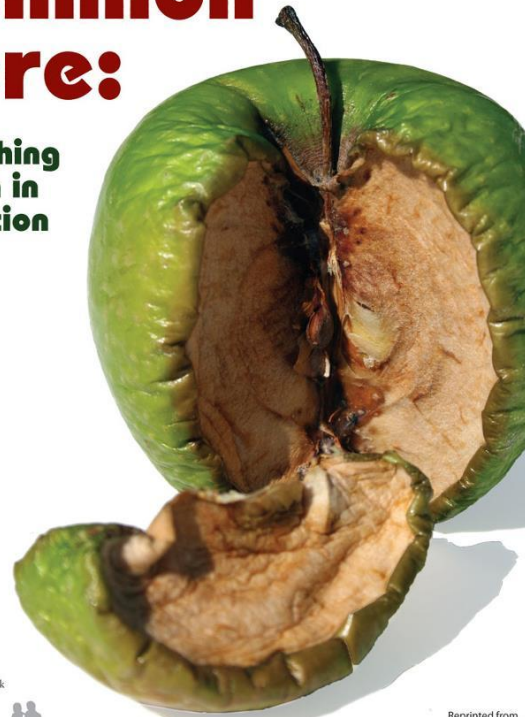
In 1948, the Universal Declaration of Human Rights was written. Fifty-six nations that belonged to the United Nations agreed to follow the ideas in this document.

Today, more than 185 nations around the world have taken the ideas from the UDHR and put them in their own constitutions.

Common Core Curriculum and the Classroom

Common Core:

Something
Rotten in
Education



AAM Common Core Team
Jen Jones, Jaime Munns,
Darlene Ealle, Gwen M. Clark

PHOTO BY PHOTOFEST
As a Mom
A SISTERHOOD OF MOMMY PATRIOTS
AsAMom.org

Reprinted from
Minute Mom Magazine
Spring 2nd Quarter | 2012 - Volume 3 Issue 2

RACE TO THE TOP (RTTT)

- ❖ In order to receive RTTT funds, applying states must agree to four education reforms and must provide evidence and plans for progress on these reforms.

Reform (a)

(a) Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;

- ❖ The standards are not internationally benchmark; they are internationally “informed”
- ❖ The standards are designed to prepare students for non-selective community colleges or vocational schools, not four year universities

Reform (b)

(b) Building data systems that measure student success and inform teachers and principals about how they can improve their practices;

States are required to explain how they will develop and use a complex and coordinated **Statewide Longitudinal Data System (SLDS aka P-20 workforce database)** that will share and match data throughout major state agencies including not only education, but taxation, labor, corrections, health and social services*

Reform (c)

(c) Increasing teacher and principal effectiveness and achieving equity in their distribution; and

academically. Thus, this notice continues to include criteria directed at improving teacher and principal effectiveness and at ensuring that highly effective teachers and principals are serving in the high-poverty, high-minority schools where their talents are needed the most. In addition, this notice

Reform (d)

(d) Turning around our lowest-achieving schools. Additional

“Between 2009 and 2010, the number of “dropout factories”.....dropped from 1,634 to 1,550.....”

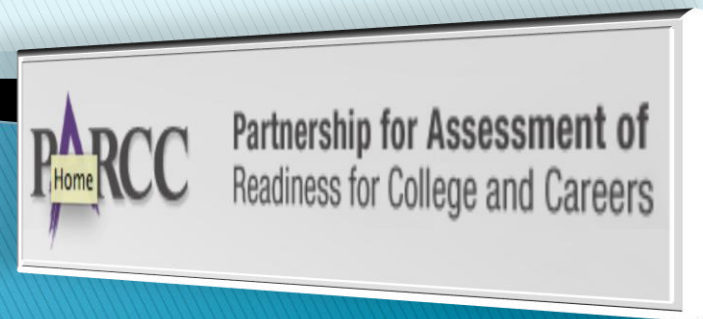
CNN.com March 19, 2012

~25,000 public secondary schools in U.S.

.6% of U.S. secondary schools are low-achieving

RACE TO THE TOP

- ❖ Application scoring rubric includes earning “high points” if states join consortium that includes a majority of the States in the country
- ❖ New York, along with 22 other states, joins PARCC
- ❖ Partnership for Assessment of Readiness for College and Careers



PARCC

- ❖ 22 states with a shared curriculum and shared state assessments (once CCSS is fully implemented)
- ❖ By 2017, Regents will be replaced by PARCC Assessment exams
- ❖ By 2017, PARCC assessment will become a significant part of each student's record and yearly grade
- ❖ AZ estimates PARCC assessment to be 35% of student's grade*
- ❖ After 2014, States and local districts will be on the hook for funding the exams, technology and curriculum

PARCC and the U.S. Dept. of Ed

- ❖ The state and the consortium must provide detailed work plans and budgets for major initiatives to the DOE
- ❖ They must actively participate in meetings and phone conferences with DOE staff
- ❖ The agreement explains the “explicit character and extent of the anticipated collaboration between the DOE and the award recipient”
(PARCC)

COOPERATIVE AGREEMENT

Between the

U.S. DEPARTMENT OF EDUCATION

and the

PARTNERSHIP FOR ASSESSMENT OF READINESS OF COLLEGE AND CAREERS

Date: January 7, 2011. PR/Award #: S395B10001 and S395B10001A

EngageNY.org

- ❖ Website created and maintained by New York State Education Department
- ❖ Is the main link between the Common Core State Standards and the curriculum in every public school in New York
- ❖ Is a reference for other states
- ❖ Provides links to all Grade 3 – Grade 12 ELA and Math curriculum



THE STANDARDS

Myth vs. Fact

- ▶ **Myth:** Schools can choose to adopt the curriculum provided by the state or develop their own
- ▶ **Fact:** Schools can NOT choose to write their own curriculum and use their own materials. States were only allowed to add up to 15% content to the curriculum. This content, however, will not be tested.

The Standards and Teachers

- ▶ Annual Professional Performance Review
- ▶ State and PARCC assessments will be worth up to 40% of each teacher's personal "grade" once CCSS are fully implemented
- ▶ "achieving equity in their distribution"
- ▶ Data-mining of teachers as well as students
- ▶ Teacher script for each lesson

THE STANDARDS AND TEACHERS

Common Core State Standards

- COMMON CORE**
- Common Core Standards
- Common Core Courses
- Common Core Grant

As part of our mission, Mary Lou Fulton Teachers College is focused on preparing teachers who can meet the demands of 21st Century classrooms and teach according to the **Common Core State Standards** (CCSS). Since the CCSS were adopted, Teachers College has mobilized to ensure that all personnel including faculty members, advisors, and staff, recognize the CCSS and are well versed in them. Teachers College outreach efforts include working with K-12 districts to help them implement the CCSS as well. Our priority, however, is on ensuring that the students implement

Common Core Courses Summer 2013

| Location | Course | Class # | Course Title | Dates | Mode | Start-End | Days |
|-----------------|---------|---------|------------------------------------------------------------------|----------|-----------|--------------|------|
| Osborn District | TEL 598 | 46345 | Elementary Common Core-Tools for Thinking, Teaching, and Leading | 7/3-8/13 | In person | 4:00-7:00 pm | TTh |
| WEST | TEL 598 | 46347 | Secondary Common Core-Tools for Thinking, Teaching, and Leading | 7/3-8/13 | In person | 5:25-7:30 pm | TWTh |

Mathematics Teaching Common Core Courses Summer 2013 - for Arizona K-8 Math Endorsement and Math Common Core

| Location | Course | Class # | Course Title | Dates | Mode | Start-End | Days |
|----------|---------|---------|---------------------------------|--------------|-----------|-------------------------|---------|
| POLY | MTE 598 | 46026 | Number and Operations | 5/20-6/28 | In person | 5:25-8:30 pm | TTh |
| POLY | MTE 598 | 46024 | Patterns, Functions and Algebra | 5/24 5/25 | In person | 4:30-9:30 pm 8am-5pm | F Sa |

THE STANDARDS AND STUDENTS

- ▶ “Students will be trained for static jobs, not developed as creative human beings who can fulfill their own potential...”

Pioneer Institute White Paper May 2012

THE STANDARDS AND STUDENTS

A stress on informational reading in the English class will not develop “critical” thinking Sandra Stotsky

🕒 01 May 2013 👤 by Sandra Stotsky

“Reducing the study of complex literature in the secondary English class to make way for texts with a mission will decrease opportunities for students to learn to read between the lines of whatever they read.”

| Grade | Literary | Information |
|-------|----------|-------------|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

“Empty skill sets....(that) weaken the basis of literary and cultural knowledge needed for authentic college coursework” –

Dr. Sandra Stotsky (a member of CC validation committee who refused to sign off)

ELA STANDARDS

❖ De-emphasis on study of classic literature in favor of “informational texts”

GRADE 8, MODULE 1: UNIT 1, RECOMMENDED TEXTS

The list below includes both literary and informational texts with a range of Lexile® text measures about Vietnam and the fall of Saigon. This provides appropriate independent reading for each student to help build content knowledge about this topic.

GRADE 7, MODULE 1: UNIT 1, RECOMMENDED TEXTS

The list below includes both literary and informational texts with a range of Lexile® text measures about the conflict in Sudan and the experience of the “Lost Boys of Sudan.” This provides appropriate independent reading for each student to help build content knowledge about this topic.

On the other hand, the fiction reading list does include many acclaimed, time-tested works of literature, such as Ray Bradbury’s dystopian novel “Fahrenheit 451,” which warns of a future society where an authoritarian government has made literature illegal in order to suppress individuality and creativity.

But critics of Common Core worry that the balance is way off, and that boring government documents might turn kids away from reading.

<http://dailycaller.com/2013/05/08/heres---what---kids--will---read---under---common---core/#ixzz2SoveOhi5>

Exemplars

- Gettysburg Address and “cold reading”
- Teachers are instructed not to give any background context

Washing Post; The Answer Sheet ‘Teacher: One (maddening) day working with the Common Core’ 3/23/2012

MATH STANDARDS

A New Kind of Problem: The Common Core Math Standards

BARRY GARELICK | NOV 20 2012, 12:03 PM ET



2.5k

A set of guidelines adopted by 45 states this year may turn children into "little mathematicians" who don't know how to do actual math.



New Math: based on a belief that conceptual understanding must come before practical skills can be mastered

New Result: This approach not only complicates the simplest of math problems, it also leads to delays as students will not learn traditional methods until:

4th grade: +/- of double and triple digit numbers

5th grade: two & three digit multiplication

MATH STANDARDS

These guidelines seem reasonable enough. But on closer inspection, these things are essentially habits of mind that ought to develop naturally as a student learns to do actual math. For example, there's nothing wrong with the

This is a rather high expectation for students in K- 6. True habits of mind develop with time and maturity. An algebra student, for instance, can take a theoretical scenario such as "John is 2 times as old as Jill will be in 3 years" and express it in mathematical symbols. In lower grades, this kind of connection between numbers and ideas is very hard to make. The Common Core standards seem to presume that even very young students can, and should, learn to make sophisticated leaps in reasoning, like little children dressing in their parents' clothes.

MATH STANDARDS

| | Current | Common Core |
|------------|--------------|--------------|
| 6th Grade | | CC 6 |
| 7th Grade | PreAlgebra | CC 7 |
| 8th Grade | Algebra I | CC 8 |
| 9th Grade | Geometry | Algebra I |
| 10th Grade | Algebra II | Geometry |
| 11th Grade | PreCalc/Trig | Algebra II |
| 12th Grade | Calculus | PreCalc/Trig |

Fewer students will be able to take and excel in AP math courses
Euclidean geometry replaced with experimental geometry that failed in Moscow
Fails to teach prime factorization
Barely touches on logarithms
Fails to address mathematical induction
Omits core parts of Trigonometry

NEXT GENERATION SCIENCE STANDARDS

- ❖ Emphasis on “Earth and Human Activity”
(aka ~~Global Warming~~ **Climate Change**)
- ❖ Comparison of plants to animals that would lead a young mind to believe that plants are “equal” to animals which, by NGSS’ own definition, includes humans.

NEXT GENERATION SCIENCE STANDARDS

KINDERGARTEN

K-ESS3 Earth and Human Activity

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS

NEXT GENERATION SCIENCE STANDARDS

MIDDLE SCHOOL

ESS3.C: Human Impacts on Earth Systems

- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3)
- Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MS-ESS3-3),(MS-ESS3-4)

ESS3.D: Global Climate Change

- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

NEXT GENERATION SCIENCE STANDARDS

HIGH SCHOOL

- HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.** [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]
- HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*** [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]
- HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.** [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.]
- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*** [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]

NEXT GENERATION SCIENCE STANDARDS

Young minds will be lead to believe that the evidence is conclusive regarding human impact on the Earth.

Ottawa, Canada, April 22, 2013: "Earth Day participants must distance themselves from the climate scare or risk the event degenerating into irrelevance," said [Tom Harris](#), executive director of the Ottawa-based [International Climate Science Coalition](#) (ICSC). Noting the intense climate focus in this year's [Earth Day Network advertising](#), Harris warned, "As the hypothesis that humanity's carbon dioxide (CO₂) emissions are causing dangerous global warming falls into disrepute, all those associated with the climate alarm will also lose credibility."

ICSC Science Advisory Board member, [Dr. Tim Ball](#), former University of Winnipeg climatology professor, explained, "All sensible people are environmentalists. We all want clean air, land and water and to protect species at risk to the degree possible considering the many other important demands on society."

"But controlling global climate through restricting emissions is unscientific nonsense," Ball continued. "The greenhouse gas most under attack by climate campaigners, CO₂, is a benefit to the environment, its rise resulting in more crop yield and a densification of forests."

ICSC Chief Science Advisor [Dr. Bob Carter](#), of James Cook University in Australia pointed out that, "The global temperature statistic has not risen since 1997 despite an increase in emissions of 8%. This nullifies the main argument presented by climate campaigners."

NEXT GENERATION SCIENCE STANDARDS

“ANIMALS (including humans)”

K-LS1 From Molecules to Organisms: Structures and Processes

K-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

PLANTS HAVE PARENTS?

1-LS3 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural

Disciplinary Core Ideas

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)

Crosscutting Concepts

Patterns

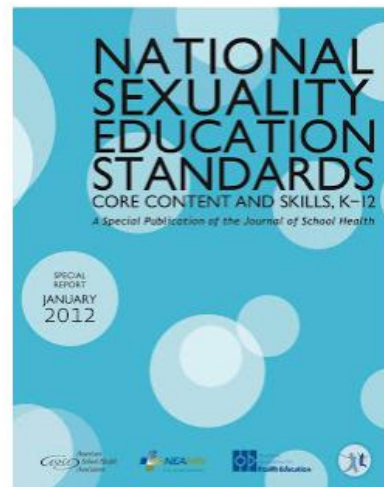
- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)

NATIONAL SEXUALITY EDUCATION STANDARDS

National Sexuality Education Standards - Core Content and Skills, K-12

OK, so I just discovered this little secret of Common Core.

"The National Sexuality Education Standards"



NATIONAL SEXUALITY EDUCATION STANDARDS

- ▶ Forty individuals from the fields of health education, sexuality education, public health, public policy, philanthropy and advocacy convened for a two-day meeting in December 2008 to create a strategic plan for sexuality education policy and implementation. (p.6)

GIRL SCOUTS ALIGN TO COMMON CORE

Girl Scout Badges

Grades: 2, 3

States: Common Core State Standards

BROWNIE: Legacy Badges

Summary: As a Brownie, girls can earn seven Legacy badges: Painting, Fair Play, Celebrating Community, Snacks, Brownie First Aid, Brownie Girl Scout Way, and Bugs. The following Standards are applied when girls earn these badges.

Common Core State Standards

Language Arts

ASSESSMENTS

- ▶ Standards drive assessments
- ▶ Assessments developed by PARCC Consortium

With the exception of a four-state assessment Compact in New England, each state currently holds full decision-making authority for its assessment system. Those that join the Consortia will forfeit much of that autonomy – for those portions of the ELA and mathematics assessments developed by the Consortia – and instead will have a seat on the Consortium’s Governance Board. In the broader

- ▶ Assessments drive curriculum
- ▶ Not only an evaluative tool, but an enforcement tool

ASSESSMENTS

TECHNOLOGY

Worksheets and textbooks replaced with computers and tablets will continue to erode parental involvement in daily education.

Standards (CCSS). The assessments are to be delivered on computer and utilize technology to increase access and student engagement.

- ❖ Tests are computer adaptive
- ❖ Artificial Intelligence will be used to grade assessments: eRater, Intellimetric

feature. Current automated essay-scoring systems cannot directly assess some of the more cognitively demanding aspects of writing proficiency, such as audience awareness, argumentation, critical thinking, and creativity. The current systems are also not well positioned to evaluate the specific content of an essay, including the factual correctness of a claim. Moreover, these systems can only superficially evaluate the rhetorical writing style of a test taker, while trained human raters can appreciate and evaluate rhetorical style on a deeper level.

A related weakness of automated scoring is that these systems could potentially be manipulated by test takers seeking an unfair advantage. Examinees may, for example, use complicated words, use formulaic but logically incoherent language, or artificially increase the length of the essay to try and improve their scores. Powers, Burstein,

ASSESSMENTS \$\$\$?

As of November, 2011, PARCC projects that the cost per student, per test (ELA test or mathematics test) will be \$9.54 if 50 percent of the scoring is done by computers and 50 percent by humans, or \$11.01 if fully scored by humans⁵.

- realizing potential economies of scale in their assessments, reporting systems, instructional resources and professional development resources, although the cost for any state could be higher than the state's current system;

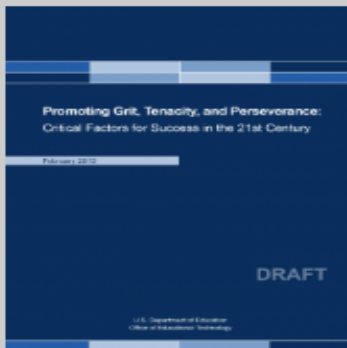
One significant cost for some states will be the increased level of technology infrastructure required to support these online assessment and reporting systems. The Consortia are working together to

THE CLASSROOM OF THE FUTURE

Office of Educational Technology

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Research & Reports



DRAFT: Promoting Grit, Tenacity, and Perseverance —Critical Factors for Success in the 21st Century

We face a critical need to prepare children and adolescents to thrive in the 21st century—an era of rapidly evolving technology, demanding and collaborative STEM knowledge work, changing workforce needs, economic volatility, and unacceptable achievement gaps. This report takes a close look at a core set of noncognitive factors—grit, tenacity, and perseverance—that are essential to an individual’s capacity to strive for and succeed at important goals, and to persist in the face of an array of challenges encountered throughout schooling and life.

- > [Download the Grit report](#) [PDF 1.5 MB]
- > [Review comments on the public draft](#)

Policy Research and Analysis:

THE CLASSROOM OF THE FUTURE

Examples of affective computing methods are growing. McQuiggan, Lee, and Lester (2007) have used data mining techniques as well as physiological response data from a biofeedback apparatus that measures blood volume, pulse, and galvanic skin response to examine student frustration in an online learning environment, *Crystal Island*. Woolf, Burleson, Arroyo, Dragon, Cooper and Picard (2009) have been detecting affective indicators within an online tutoring system *Wayang Outpost* using four sensor systems, as illustrated in Exhibit 11. Sensors provide constant, parallel streams of data and are used with data mining techniques and self-report measures to examine frustration, motivation/flow, confidence, boredom, and fatigue. The MIT Media Lab *Mood Meter*

Exhibit 11. Four parallel streams of affective sensors used while a student is engaged in *Wayang Outpost*, an online tutoring system

Facial Expression Camera



Posture Analysis Seat



Pressure Mouse



Wireless Skin Conductance Sensor



THE CLASSROOM OF THE FUTURE

Bill Gates' \$5 Billion Plan: Let's Put a Camera in Every Classroom

Public School Team - Mon, Apr 22, 2013

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The way public school teachers are evaluated is complicated—and highly controversial among educators.

In fact, two out of three teachers feel that the methods don't accurately capture what they do in their classrooms, according to a January report by the Measures of Effective Teaching (MET) project, funded by the Bill & Melinda Gates Foundation.

Tying teacher performance to test scores is the main factor that has teachers up in arms. It was one of the main reasons teachers went on strike last year in Chicago and why teachers in Seattle boycotted the MAP test earlier this year.

Instead of focusing so much attention on test scores, philanthropist Bill Gates has another idea.

How about spending \$5 billion to put a video camera in every classroom in America?

Anya Kamenetz of *Fast Company* reports that in a TED Talks Education special airing on May 7 on PBS, we can expect to hear more about Gates' plan. The hope Kamenetz writes, is for teachers "to be filmed in action so they can be evaluated and, maybe, improve."

Gates has dedicated resources in the last few years to identifying and developing effective teaching. His foundation funded the \$45 million MET project designed to determine how to best identify and promote great teaching. They enlisted the help of 3,000 teachers and many experts to determine the best way to do this.

In regards to teacher evaluations, the MET project concluded that a three-step approach is best. This includes: student test scores, classroom observations by multiple reviewers, and teacher evaluations from students.

<http://news.yahoo.com/bill-gates-5-billion-plan-let-put-camera> April 22, 2013

Posted at 07:00 AM ET, 06/11/2012

\$1.1 million-plus Gates grants: 'Galvanic' bracelets that measure student engagement

By [Valerie Strauss](#)

[Please see update to this post by clicking here.](#)

In the 'you-can't-make-up-this-stuff' category, the Bill and Melinda Gates Foundation is spending about \$1.1 million to develop a way to physiologically measure how engaged students are by their teachers' lessons. This involves "galvanic skin response" bracelets that kids would wear so their engagement levels could be measured.

If this tells us anything, it is that the obsession with measurement and data in school reform has reached new nutty heights. Here's the description of [the \\$498,055 grant to Clemson University](#) that was awarded in November (but that just recently became widely known by [Susan Ohanian](#) and [Diane Ravitch](#)):

Purpose: to work with members of the Measuring Effective Teachers (MET) team to measure engagement physiologically with Galvanic Skin Response (GSR) bracelets which will determine the feasibility and utility of using such devices regularly in schools with students and teachers.

And here's the description of [the \\$621,265 grant](#) given at the same time to the National Center on Time and Learning:

Purpose: to measure engagement physiologically with Functional Magnetic Resonance Imaging and Galvanic Skin Response to determine correlations between each measure and develop a scale that differentiates different degrees or levels of engagement.

That's more than \$1.1 million that could have been spent on things that schools actually need, such as books, teachers, librarians, etc.

PEARSON

- ❖ “If it has its way, Pearson will soon be determining what gets taught in schools across the United States with little or no parental or educational oversight.”
- ❖ “Pearson standardized exams will assess how well teachers implement Pearson instruction modules....but not what students really learn or whether students are actually learning things that are important to know.”
- ❖ “Pearson is already creating teacher certification exams for... New York... organizing staff development workshops to promote Pearson products...and providing school district assessment tools.”
- ❖ “In New York, Pearson Education has a 5 year, \$32 million contract...”

Cuomo, Common Core and Pearson-for-Profit

Posted: 02/28/2012 4:19 pm

React > Amazing | Inspiring | Funny | Scary | Hot | Crazy | Important | Weird

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It will probably take more than a billion dollars in the bank to run for President of the United States in 2016. It looks like New York state Governor is already lining up corporate support. My concern is that he will sell out the education of New York State's children to for-profit companies, particularly Pearson, to position himself for the run.

Pearson is one of the most aggressive companies seeking to profit from what they and others euphemistically call educational reform, but which teachers from groups like *Rethinking Schools* and *FuTure* see as an effort to sell, sell, sell substandard remedial education programs seamlessly aligned with the high stakes standardized tests for students and teacher assessments they are also selling. Pearson reported revenues of approximately \$9 billion in 2010 and generated approximately \$3 billion on just digital revenues in 2011.

If it has its way, Pearson will soon be determining what gets taught in schools across the United States with little or no parental or educational oversight. Pearson standardized exams will assess how well teachers implement Pearson instruction modules and Pearson's common core standards, but not what students really learn or whether students are actually learning things that are important to know. Pearson is already creating teacher certification exams for eighteen states including New York, organizing staff development workshops to promote Pearson products, and providing school district Pearson assessment tools. In New York, Pearson Education currently has a five-year, \$32 million contract to administer state test and provides other "testing services" to the State Education Department. It also recently received a share of a federal Race to the Top grant to create what the company calls the "next-generation" of online assessments.

Pearson, which claims to be the "world's leading learning company," is in the process of designing mind-numbing *multimedia textbooks*, designed for pre-schoolers, school students and learners of all ages for use on Apple's iPad so school systems will have more products to purchase instead of investing in quality teaching and instruction. In case you are not already worried about children seated dazed in front of computer screens for hours on end, Pearson promises its "respected learning content" will be "brought to life with video, audio, assessment, interactive images and 3D animations."

Huffington Post, Alan Singer
2/28/2012

PEARSON AND GATES


Foundations Join to Offer Online Courses for Schools

By SAM DILLON


Published: April 27, 2011

The [Bill & Melinda Gates Foundation](#), the world's largest philanthropy, and the foundation associated with Pearson, the giant [textbook](#) and school technology company, announced a partnership on Wednesday to create online reading and math courses aligned with the new academic standards that some 40 states have adopted in recent months.

 RECOMMEND

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 REPRINTS

My Personal Common Core “Pilot” Story

3rd Grade ELA “Pilot”

Nasreen’s Secret School by Jeanette Winter

EXPEDITIONARY
LEARNING

GRADE 3, MODULE 1: UNIT 1, LESSON 7

CONTINUED CLOSE READING OF *NASREEN’S SECRET SCHOOL*: DISCUSSION OF QUESTIONS AND EVIDENCE

LESSON VOCABULARY

evidence, detail, question, clue, flourish, Taliban, frantic, Allah

MATERIALS

- *Nasreen’s Secret School* (one per student)
- *Nasreen’s Secret School*: Questions from the text (one per student)
- Charts: Questions from the text
- Sticky notes (one pack for each carousel station)

My Personal Common Core “Pilot” Story

The Librarian of Basra A True Story from Iraq by Jeanette Winter

My 8 year old son was required to read this book by the New York State Common Core Curriculum. The illustrations in this book are of planes dropping bombs, tanks roaming the streets, people expressing their fear of dying in the war and the librarians quest to keep her books safe....and armed American soldiers as the "bad guys." Ultimately, the library burns to the ground (although they did remove the books and hide them). I despise the message that this story leaves with children – American soldiers are there to destroy the property and hurt the people of Basra. There is no mention of why a war took place and the images are too disturbing for some young children.

– Review from NY parent whose 8 yr old son read this in his CC lesson

My Personal Common Core “Pilot” Story

5th Grade ELA “Pilot”

❖ Close read

❖ Learning by consensus

❖ Bill of Rights-outdated?

LEARNING

What are human rights? Why do we have them and how are they protected? This unit is designed to help students build knowledge about these questions while simultaneously building their ability to read challenging text closely. Students begin this unit by exploring human rights themes through images and key vocabulary. They then will analyze selected Articles from the Universal Declaration of Human Rights (UDHR) through a series of close readings text-dependent tasks and questions, discussions, and writing. They will explore the history of the development and language of universal human rights documents,

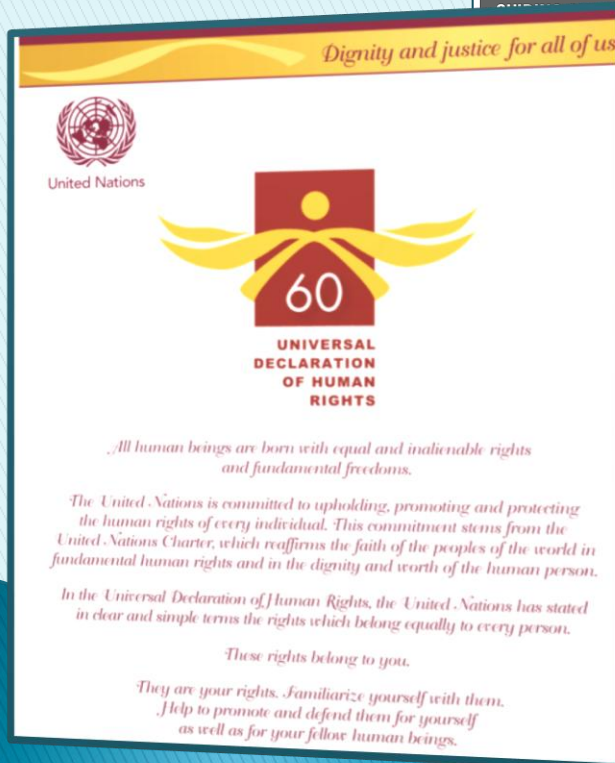
GRADE 5, MODULE 1: UNIT 1 OVERVIEW

BUILDING BACKGROUND KNOWLEDGE ON HUMAN RIGHTS

developing skills to determine meaning of words and phrases and learn to quote from an informational text to explain meaning that supports inferences. The Mid-Unit 1 Assessment will be an on-demand quiz of content and academic vocabulary from the UDHR. Students then will examine firsthand accounts of people’s experiences with human rights. This unit culminates with a short piece of on demand writing, in which they analyze the firsthand accounts and explain how an individual’s or group’s rights were either challenged or upheld. Students will cite direct textual evidence to support their claims.

QUESTIONS

- What lessons can we learn about human rights through literature and life?
- What are human rights?
- How can we tell powerful stories about people’s experiences?
- *We learn lessons about human rights from the experiences of real people and fictional characters.*
- *Characters change over time in response to challenges to their human rights.*
- *People respond differently to similar events in their lives.*
- *Authors conduct research and use specific language in order to impact their readers.*



A Short History of the UDHR Sentence Strips

(Instructions to Teacher: Cut this page into eight strips, one for each short excerpt. Give one strip to each small group during Work Time, Part B. Later, give students each a full copy of this page.)

- Throughout history, most societies have had traditions such as the golden rule. This means “Do unto others as you would have them do unto you.”
- The U.S. Bill of Rights came into effect in 1791, but excluded women, people of color, and members of certain social, religious, economic, and political groups.
- In 1919, the International Labor Organization (ILO) was formed to protect workers to be sure they stayed healthy and safe. But this organization didn’t last.
- During World War II (in the 1930s and 1940s), millions of people were killed by the Nazis. These people included Jews, gypsies, homosexuals, and people with disabilities.
- President Franklin Delano Roosevelt gave a speech in 1941 about his vision for the world. He said that everyone should have four freedoms: freedom of speech, freedom of religion, freedom from want (being hungry), and freedom from fear.
- In 1945, after World War II, governments decided to start the United Nations. The goal of the United Nations (UN) was to help peace and stop conflict around the world.
- In 1948, the Universal Declaration of Human Rights was written. Fifty-six nations that belonged to the United Nations agreed to follow the ideas in this document.

LOSS OF LOCAL CONTROL

The U.S. Department of Education is violating 3 federal statutes prohibiting its direction, supervision or control of curriculum:

1. General Education Provisions Act
20 U.S.C. 1232a
2. Department of Education Organization Act
20 U.S.C. 3403 (b)
3. Elementary and Secondary Education Act
of 1965 20 U.S.C. 7907 (a)

LOSS OF LOCAL CONTROL

- ❖ Expeditionary Learning wrote and owns the rights to grade 3-12 ELA curriculum modules
- ❖ EL is a non-profit chartered entity of Outward Bound
- ❖ EL received \$11 million from the Gates Foundation in 2007

The screenshot shows the Expeditionary Learning website's History page. The header includes the EL logo, navigation links (DONATE, CREATE ACCOUNT, LOG IN, EL GEAR, INFORMACIÓN EN ESPAÑOL, ALUMNI, CONTACT), and a search bar. The main content area is titled "History" and features a sidebar with navigation links: HISTORY (highlighted), RESEARCH ON EL, SCHOOL NETWORK, STAFF & BOARD, CAREERS AT EL, and CONTACT. The main text highlights key events: in 2007, a \$11.1 million grant from the Bill & Melinda Gates Foundation for nine more small high schools; in 2008, research on student engagement and motivation supported by the Nellie Mae Education Foundation; in 2009, President Barack Obama's visit to Capital City Public Charter School, an Expeditionary Learning school in Washington, DC, cited as an "example of how all our schools should be."; and in 2010, the expansion of the model to include Turnaround Schools, a major focus of federal education policy. A photo of President Obama and a woman in a library setting is included. The footer contains the text "Elschools.org".

LOSS OF LOCAL CONTROL

- ❖ Common Core, Inc. owns all Math preK - 12th
- ❖ Common Core Inc. is a non-profit organization whose major donor is the Gates Foundation

Common Core is a non-profit 501(c)3 organization that creates curriculum tools and promotes programs, policies, and initiatives at the local, state, and federal levels that provide students with challenging, rigorous instruction in the full range of liberal arts and sciences. Common Core was established in 2007 and is not affiliated with the Common Core State Standards.

LOSS OF LOCAL CONTROL

- ❖ Parents (public, homeschool) have lost their right to direct the education of their children.
- ❖ Elected officials, whether it be at the state or local Boards of Education, are reduced to administrative agents with virtually no authority over the curriculum, instructional materials, or assessments within their local school districts.

DATA COLLECTION



“Hopefully, some day, we can track children from preschool to high school and from high school to college and college to career.”
– Arne Duncan

COMMON CORE DATA COLLECTION

- ▶ **Origin:** American Recovery and Reinvestment Act / Race to the Top (RTTT) application
- ▶ **Name:** SLDS (P20)
- ▶ **Purpose:** to “individualize” education and monitor educational reforms
- ▶ **Funded by:** RTTT funds and grants from the Gates Foundation



Statewide Longitudinal Data Systems

FY 2009 funding:
\$65 million

Purpose:

The program provides grants to states to design, develop, and implement statewide P-20 longitudinal data systems to capture, analyze, and use student data from preschool to high school, college, and the workforce.

Program Requirements:

Since it started in fiscal year 2005, the program has awarded grants worth \$265 million to 41 states and the District of Columbia. The Recovery Act competition requires that the data systems have the capacity to link preschool, K-12, and postsecondary education as well as workforce data. To receive State Fiscal Stabilization Funds, a state must provide an assurance that it will establish a longitudinal data system that includes the 12 elements described in the America COMPETES Act, and any data system developed with Statewide longitudinal data system funds must include at least these 12 elements. The elements are:

RTTT provided grants to states to design, develop, and implement statewide P20 longitudinal data systems to capture, analyze, and use student data from preschool to high school, college, and the workforce.

States are NOT eligible for ANY RTTT funds if they do not have a data system that meets a federal standard.



Pre-School

High School

College/Work
force

P20

All information will be tracked by a unique identifier called **PII** or:

Personally **I**dentifiable **I**nformation

RACE TO THE TOP APPLICATION – PHASE 1

Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

New York State is working to coordinate all parts of education – from early childhood through graduate school – with social service agencies, workforce development organizations, health agencies, criminal justice agencies, and community organizations. The goal is to create a P-20 system that will follow individuals from birth through adulthood in order to provide the support needed to improve education and other outcomes.

The greatest problem in doing this is the current lack of shared knowledge among all the agencies and stakeholders who deal with children and adults statewide. Therefore, the essential basis of this P-20 coordination must be the following: (1) the seamless sharing of information through a multi-institutional database, and (2) follow-up actions developed through an analysis of that information. Our major tool: a continuously updated electronic transcript that will follow an individual from early childhood

January 19, 2010

NY awarded \$19,670,975
for SLDS

*State: Race to the Top:
and Competition Priorities*

through all aspects of education and into the workforce. This electronic transcript... ing System” of data indicators that will help enable each agency or organization within the system to intervene early, as soon as the individual appears to need help.

PARENT PORTAL INFORMATION

(Currently used in school systems across the country)

HOME LOGOUT

2012-2013

MY HOME

PREFERENCES

CAFETERIA

PERSONAL INFORMATION



[Redacted]



First: Spencer
Middle: [Redacted]
Last: [Redacted]
Gender: Male
DOB: [Redacted] 16 yr 7 mo)

Residence: Unknown

Grade: 10
Homeroom: 411

HR Teacher: [Redacted]

Locker: 0736

Counselor: [Redacted]

Type: Open Enrollment (Established Gr 9 only)

Building: [Redacted] East High School/High School

Contacts

Schedule

Attendance

Discipline

Grades

Assignments

Notes

STUDENT

Contacts

Jeffrey [Redacted]
[Redacted]

Father
Home: (607) [Redacted]
Cell: (607) [Redacted]
Work: (607) [Redacted]



Jodi [Redacted]
[Redacted]

Mother
Home: (607) [Redacted]
Cell: (607) [Redacted]



Siblings

[Redacted] [Redacted] 20 yr 5 mo)

[Redacted] [Redacted] (13 yr 11 mo) [Redacted] Free Academy Middle School/8

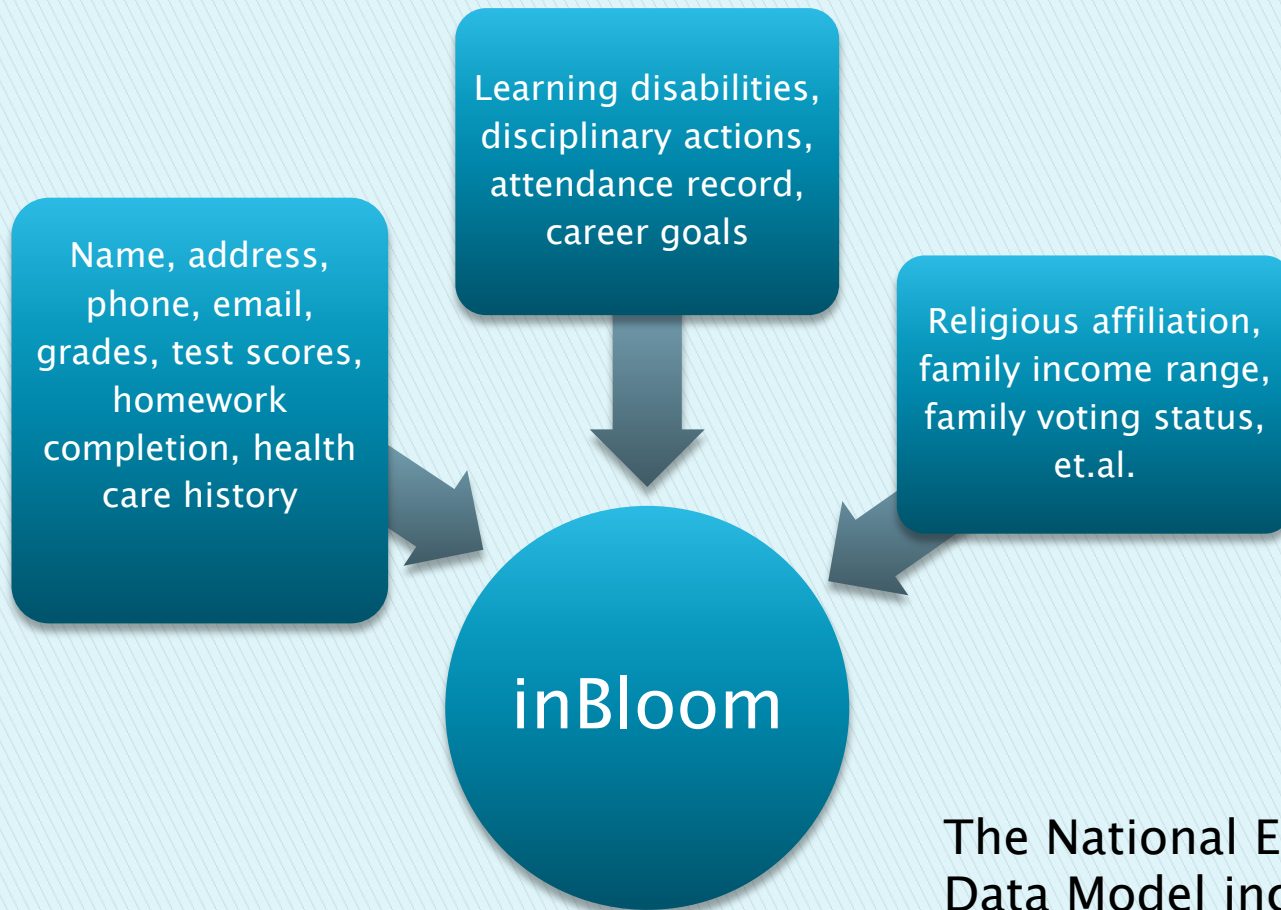
APPENDIX 2: Screen shots of data attributes scrubbed from the NEDM website.

The screenshot shows a web browser window displaying a list of data attributes from the NEDM website. The browser's address bar shows the URL: http://132.167.28.20/NEDM_DataViewer/technics.asp?instance=student/secondary/secondary. The table below lists various attributes, with four specific attributes highlighted by red boxes and arrows:

| | | |
|------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------|
| Age | Assignment | Assignment Finish Date |
| Assignment Number of Attempts | Assignment Type | Assignment/Activity Points Possible |
| 4-Risk Indicator | Attendance Description | Attendance Status Time |
| Availability/Initial Evaluation for Special Education | Base Salary or Wage | Birthdate |
| BIRTHMARK | Black or African American | BLOOD TEST TYPE |
| BLOOD TYPE | Building Status | Born Outside of the U.S. |
| Building/Bus Number | Bus Route ID | Bus Stop Arrival Time |
| Bus Stop Description | Bus Stop Distance | Bus Stop from School ID |
| Bus Stop to School Distance | Bus Stop to School ID | Career Objective |
| Change in Developmental Status | Classroom Status | City |
| City of Birth | Class Attendance Status | Class Name |
| Class Year | Comments Service Hours | Compulsory Membership Status of Time of Discontinuing School |
| Condition Onset Date | Connective Equipment Prescription | Connective Equipment Purpose |
| County Code | County of Birth Code | County of Origin Code |
| County TPE (Federal Information Processing Standards Code) | County of Birth | CTE Descriptor |
| CTE Participant | Days Attendance Status | Defining Status |
| Death Truist | Death Cause | Death Date |
| DENTAL PROSTHETICS | Developmental Delay | Diagnosis of Causative Factor (Condition) |
| Student Name | Delivered/Childbirth Report Code | Delivered/Childbirth Type |

Restore Oklahoma Public Education
(NEDM – Nat'l Education Data Model)

Other Types of Data Collected



The National Education Data Model includes 400+ “attributes” that can be collected.

Shared Learning Collaborative (SLC)

“ Led by the vision of the [Council of Chief State School Officers](#) and nine participating states, and funded by the Bill & Melinda Gates Foundation and Carnegie Corporation of New York, the SLC is **an alliance of states, foundations, educators, content providers, developers and vendors** who are passionate about using technology to enhance education.

“ The collaborative aims to accelerate the progress of U.S. public schools toward personalized learning by **creating a set of shared technology services** that will work better and cost less per state than what can be accomplished by each state working individually.

“ The SLC technology will support the implementation of the Common Core State Standards and help states and districts provide teachers with the instructional data and tools they need to make **personalized learning** the norm in every classroom.

December 2011 – NYS Board of Regents approves plan to share student data with SLC. Wireless Generation will design and operate the system. Wireless is owned by Rupert Murdoch.

October 14, 2012 – NYSED releases contract with Gates Foundation. It states parental consent is not required to collect data. Contract shields Gates from any “data leakage” liability.

February 6, 2013 – SLC becomes inBloom, Inc. Headquartered in Atlanta, GA. It is set-up as a non-profit.

March 1, 2013 – EduScholar, a for-profit vendor announces its “partnership” with inBloom and that “inBloom and eScholar are working together to launch the New York State Education Data Portal (EDP), which will be implemented in the Fall of 2013....”

classsizematters.org/student_privacy_inbloom_timeline/



In existence thanks to a \$100million grant from the Gates Foundation.

Data is "in the cloud" and can be accessed by any state which has opted into the program.

Nine states have already uploaded info into this data base, including NY.

Has the ability to track students, their educational progress, and a vast degree of personnel information

86% of IT professionals do not trust clouds for their more sensitive data.

inBloom has stated that it **“cannot guarantee the security of the information stored... or that the information will not be intercepted when it is being transmitted.”**

- F** FAMILY
- E** EDUCATIONAL
- R** RIGHTS
- P** PRIVACY
- A** ACT

WHAT IS FERPA?

❖ FERPA was enacted into law in August 1974. (U.S. Code 20 U.S.C. § 1232g)

Prevents disclosure of PII to outside entities without parental consent.

❖ FERPA was changed in January 2012

DOE & Arne Duncan issued regulations allowing transmission of students' PII without parental consent, to ANY governmental or private entity designated by the DOE and others as “authorized representatives,” for the purpose of evaluating an education program.

...AND WHY DOES IT MATTER?

According to “The Forum for Youth Investment”, a non-profit “action tank”

FERPA, along with the Health Insurance Portability and Accountability Act (HIPAA), are the biggest obstacles communities and states face when trying to implement a data system that works.

New FERPA regulations now state that *“educational agencies and institutions are permitted to non-consensually disclose PII to ‘authorized representatives’ of State and local educational authorities, the Secretary, the Attorney General of the United States, and the Comptroller General of the United States, as may be necessary in connection with the audit, evaluation, or the enforcement of Federal legal requirements related to Federal or State supported education programs.”*

New FERPA regulations allow practically unlimited access of our children’s personal information. This gives the federal government a de facto nationwide database of supposedly confidential student data.

Who is Allowed to Share Data?

Can you share data with a department not controlled by the state education authority?

| | Old FERPA regulations | New FERPA regulations |
|-----------------------------------|-----------------------|-----------------------|
| Children aged 0-6 | No | Yes |
| Children 7 years and older | No | Yes |

Can you share data with an agency running early childhood education programs, postsecondary education programs, special education programs, job training, career and technical education programs, and adult education programs?

| | Old FERPA regulations | New FERPA regulations |
|-----------------------------|-----------------------|-----------------------|
| Children aged 0-6 | No | Yes |
| Children 7 and older | No | Yes |

Can you share data with an agency running programs to improve social, emotional and physical development?

| | Old FERPA regulations | New FERPA regulations |
|-----------------------------|-----------------------|-----------------------|
| Children aged 0-6 | No | Yes |
| Children 7 and older | No | No |



DOE's agreement with the consortia explicitly require PARCC and SBAC to ***“develop a strategy to make student-level data that results from the assessment system available on an ongoing basis for research, including the prospective inking, validity, and program improvement studies subject to applicable privacy laws.”***

The DOE claims the right to use the data – without parental permission – in future research projects.

Workforce Data Quality Initiative U.S. Dept. of Labor

Agencies are *“developing or improving state workforce longitudinal data systems with individual-level information and enabling workforce data to be matched with education data to create longitudinal systems....”*

outcomes. The linkage of student data with available data on employment would facilitate curriculum design in the K-12 sector and planning in higher education. By tracking employment and wage patterns of degree recipients, higher education administrators will be able to improve the articulation between program offerings and labor market demand. Correlations between high school program participation, performance on assessments, choice of college program, choice of military service, and other variables contained in the various state repositories should be used to establish patterns of predictive behaviors. As a first step, the LDS could incorporate a crosswalk between the CIP codes used to identify degree programs and Standard Occupational Classification (SOC) codes used to classify occupations.

New York SLDS grant application 2009

<http://nces.ed.gov/programs/slids/pdf/NewYork2009-ARRA.pdf>

A Framework for a Multi-State Human Capital Development Data System

Brian T. Prescott
Director of Policy Research
*Western Interstate
Commission for Higher
Education*

and

Peter Ewell
Vice President
*National Center for Higher
Education Management
Systems*

The rise of a globalized knowledge economy requires us to understand the distribution of skills and abilities in our population. It is no longer sufficient to know how many resources are devoted to the development of our nation's human capital. Today, we also must be able to demonstrate and understand the outcomes of our educational processes.

This growing need has energized interest in building longitudinal data systems capable of following individual students throughout their educational careers. Heightened by the abortive attempt to create a federal student unit data system and three rounds of statewide longitudinal data systems (SLDS) federal grants, the pace has accelerated dramatically with the inclusion of a \$250 million funding set-aside for data systems and the required data system assurance by states to access State Fiscal Stabilization Funds in the American Reinvestment and Recovery Act (ARRA). Additionally, efforts are underway to help guide this development, including those being undertaken or funded by the Data Quality Campaign (DQC), the National Center for Higher Education Management Systems (NCHEMS), the National Student Clearinghouse (NSC), the Bill and Melinda Gates Foundation, and the Western Interstate Commission for Higher Education (WICHE).

Despite growing commitment and funding, significant obstacles persist.

Funded by: Gates Foundation

A Framework for a Multi-State Human Capital Development Data System

Until recently, however, most of the effort expended on developing data systems has not included data on income and workforce participation. For example, only about half of the documented state student unit-record (SUR) databases in postsecondary education have been linked to unemployment insurance (UI) wage record files, and many of these instances were initial, one-time efforts. While there is still much work to be done in linking K-12 and postsecondary records, states also should be planning now for how to incorporate workforce data into their longitudinal data systems. Indeed, the federal government has made this a basic expectation for states receiving ARRA funds.

THE MARC TUCKER "Dear Hillary" LETTER

The "Dear Hillary" letter, written on Nov. 11, 1992 by Marc Tucker, president of the National Center on Education and the Economy (NCEE), lays out a plan **"to remold the entire American system" into "a seamless web that literally extends from cradle to grave and is the same system for everyone," coordinated by "a system of labor market boards at the local, state and federal levels" where curriculum and **"job matching"** will be handled by counselors **"accessing the integrated computer-based program."****

Tucker's plan would change the mission of the schools from teaching children academic basics and knowledge to training them to serve the global economy in jobs selected by workforce boards. Nothing in this comprehensive plan has anything to do with teaching schoolchildren how to read, write, or calculate.

Tucker's ambitious plan was implemented in three laws passed by Congress and signed by President Clinton in 1994: the Goals 2000 Act, the School-to-Work Act, and the reauthorized Elementary and Secondary Education Act. These laws establish the following mechanisms to restructure the public schools:

1. Bypass all elected officials on school boards and in state legislatures by making federal funds flow to the Governor and his appointees on workforce development boards.
2. Use a computer database, a.k.a. "a labor market information system," into which school personnel would scan all information about every schoolchild and his family, identified by the child's social security number: academic, medical, mental, psychological, behavioral, and interrogations by counselors. The computerized data would be available to the school, the government, and future employers.
3. Use "national standards" and "national testing" to cement national control of tests, assessments, school honors and rewards, financial aid, and the Certificate of Initial Mastery (CIM), which is designed to replace the high school diploma.

Designed on the German system, the Tucker plan is to *train* children in specific jobs to serve the workforce and the global economy instead of *to educate* them so they can make their own life choices.

EXCERPTS FROM MARC TUCKERS' LETTER

“First, a vision of the kind of national--not federal--human resources development system the nation could have. This is interwoven with a new approach to governing that should inform that vision. What is essential is that we create a seamless web of opportunities to develop one's skills that literally extends from cradle to grave and is the same system for everyone--young and old, poor and rich, worker and full-time student.”

“A seamless system of unending skill development that begins in the home with the very young and continues through school, postsecondary education and the workplace.”

“We have a national system of education in which curriculum, pedagogy, examinations, teacher education and licensure systems are all linked to the national standards.”



Lucy Sanchez
Student ID: #459126

Career Projection

Anthony's skills are appropriate for these careers:

- ▶ **MECHANICAL ENGINEER**
- MANUFACTURING ENGINEER
- AEROSPACE ENGINEER

College Projection

Anthony is on track to achieve his career goals of becoming a **MECHANICAL ENGINEER**.

Recommended Schools:

- ▶ ILLINOIS STATE UNIVERSITY
- ▶ UNIVERSITY OF ILLINOIS
- ▶ NORTHWESTERN UNIVERSITY
- ▶ MASSACHUSETTS INSTITUTE OF TECHNOLOGY
- ▶ STANFORD UNIVERSITY
- ▶ CALIFORNIA INSTITUTE OF TECHNOLOGY



Student ID: #459039
Excels: Language Arts, History
Struggles: Science

ABSENCES 11
TARDEES 4

OVERALL PERFORMANCE

MATH

89



ENGLISH

90



SCIENCE

60



1ST TRIMESTER



ASSIGNED PERSONA

The following instructional mo

BIOLOGY: PERIOD 1

HUMAN MUSCULAR SYSTEM
Module 1

CELL DIVISION
Module 2

HEREDITY AND GENETICS
Module 1

5:31 / 6:02

A Vision for Personalized and Connected Learning

SO NOW WHAT?



STATES ARE FIGHTING BACK

| | | | |
|--------------|----------------|--------------|----------|
| Alabama | Colorado | Florida | Georgia |
| Idaho | Indiana | Kansas | Michigan |
| Missouri | North Carolina | Ohio | Oklahoma |
| Pennsylvania | South Carolina | South Dakota | Utah |

- RED** – State with new Republican Governor and CSSO in 2010
BLUE – State with new Democrat Governor and CSSO in 2010
GREEN – State with no changes in 2010 but are trying to withdraw
PURPLE – State with either new Governor or new CSSO in 2010

#A06059

Assemblyman Daniel O'Donnell
(D) Manhattan

8 Republican sponsors
49 Democrat sponsors

#S04284

Senator Mark Grisanti
(D) Buffalo

7 Republican sponsors
9 Democrat sponsors

Protect student data and block the NYSED and DOE from sharing our children's PII with corporations without parental consent.

<http://assembly.state.ny.us/leg/?term=2013&bn=S04284>

INDIANA

- Require a state-led process to vet the CC Standards
- Governor Pence signed legislation on May 11th!

SOUTH DAKOTA

- Require the South Dakota Board of Education to obtain legislative approval before adopting any further Common Core Standards

MISSOURI

- Require public hearings on the Common Core prior to its implementation.

ALABAMA

- Withdrew from participation in both PARCC and Smarter Balanced.

OHIO

- State House removed \$10M in funds earmarked for Common Core related technology from its budget proposal.

MICHIGAN

- Approved a budget bill banning the use of general funds for Common Core purposes.

Do your HOMEWORK!

Encourage your State Assemblyman and Senator to sponsor legislation to withdraw from CCSS or defund exams.

Contact Congressman and State Senator.

Contact School Boards, PTAs, Principals and let them know your concerns.

Inform other parents.

QUESTIONS?

Thank you!