

From: [Vince Braddy](#)
To: [1490Comments](#)
Subject: Proposed Standards
Date: Tuesday, February 23, 2016 7:24:45 AM

I am a middle school Social Studies teacher for the Louisiana School District. I previously taught American and World History for the Normandy School District. After reviewing the proposed standards, I have only a few concerns: first there has to be more emphasis placed on map reading throughout the middle school years, and second the Bloom's Taxonomy verbs that are being used in the proposed standards are too widespread. I observed that the high school students I taught at Normandy had very little mapping skills, and now that I am teaching at the middle school level I can see that these skills are not emphasized. Each unit needs to contain illustrations of maps and relationships to previous areas learned to reinforce skills.

The verbs taken from Bloom's Taxonomy are reaching only the knowledge and evaluation levels. We are trying to foster critical thinking skills in every student but when the end goal is for them to define, describe, or recognize we are only asking them to memorize facts. On the opposite end of the scale, we are defining, describing, and recognizing other elements of History that may be beyond the grasp of many middle school students. Some of these skill sets may need to be moved to the application step of Bloom's Taxonomy and the verbs adjusted.

Thank you for your time,

Vince Braddy MAT
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From: [Suzanne Fillion](#)
To: [1490Comments](#)
Subject: Math Comments about Proposed Missouri Learning Standards
Date: Tuesday, February 23, 2016 7:32:32 AM

Geometry:

Probability should be removed from Geometry. Basic Probability could be introduced in Algebra I and more advanced in Algebra II.

I would like to include transformations and translations of shapes in Geometry

I think GPE A 2 should be removed.

Algebra I:

I liked the emphasize on functions in Algebra I and Algebra 2

There is too much statistics in Algebra I. DSA 5 should be changed to interpret a scatterplot, not construct. No one makes scatterplots by hand anymore. Also remove DSA7- they should not learn how to create a correlation coefficient in Algebra I

Suzanne Fillion, Math Dept. Chair, Webster Groves High School 314-918-4077

From: [Liz Freie](#)
To: [1490Comments](#)
Subject: Kindergarten Math Standards
Date: Tuesday, February 23, 2016 8:18:25 AM

I like that you added time and money back on the standards. But I think when we teach coin identification we need to teach penny, nickel, dime, & quarter. I noticed quarter was not on the standard.

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Liz Freie
Chance Elementary
Kindergarten Teacher

From: [Roberta Pate](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards Feedback
Date: Tuesday, February 23, 2016 8:21:16 AM

I have been a Missouri educator for 27 years. During this time, I have seen a lot of changes in education. The classroom teacher has been a great resource in creating any of the standards that have been used throughout the years, and I appreciate you allowing teachers to provide input into these new learning standards.

As a high school math teacher, I support nearly all of the standards that are listed in the proposed standards document. I do have a few comments/suggestions that I'd like to share with you. My only concern in Algebra 1 is using the method "completing the square" to solve quadratic equations as well as determining the minimum/maximum value of a quadratic function. In my experience, this particular method can be quite confusing for freshmen. While this method is introduced in Algebra 1, most students choose to use a different method for solving quadratic equations or calculating the minimum/maximum value. My concern is that specifying only this method with the quadratic formula limits the methods that are taught to the student. I'd prefer students to know how to solve and find minimum/maximum through a method they understand, not be limited to completing the square.

In Algebra 2, there are two areas of concern. The first is that conic sections are not discussed. There should be an in-depth focus on ellipses, hyperbolas, in combination with parabolas and circles. Parabolas are listed in the Geometry standards, and I feel this is an inappropriate placing. Parabolas are covered in Algebra 1, but that knowledge can be expanded in Algebra 2. My other concern is for the amount of Data/Statistics/Probability included in Algebra 2. While I believe this is the correct grade level for the content, my experience is that there is little time in the school year (especially toward the end of the school year) to devote to these topics.

In the Geometry standards, as I mentioned above, I feel the parabola standards should be removed from Geometry and placed in Algebra 2.

Thank you for allowing me the opportunity to contribute to this discussion!

Roberta Pate
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From: [Elaine Craft](#)
To: [1490Comments](#)
Subject: Proposed Missouri Learning Standards
Date: Tuesday, February 23, 2016 8:39:28 AM

Good Morning!

When looking at the standards for 8th Grade, I notice that very little has been removed, yet more has been added. We keep saying we need to teach less with more understanding and don't make changes to allow for teachers to do this. Why does an 8th grader need to know how to find the volume and surface area of anything beyond a prism and a cylinder? Why are we adding a pyramid? What is the purpose in this? This section has always seemed like something that is just thrown in and should go with the other volume concepts taught in 7th grade.

I do like the new wording and the bullets that have been added.

Mrs. Elaine Craft
Moberly Middle School
8th Grade Math
Algebra
Coding

From: [Stephanie Brake](#)
To: [1490Comments](#)
Subject: Problem with standard ELA R2B
Date: Tuesday, February 23, 2016 1:20:38 PM

For the 6-12 English Language Arts Grade-Level Expectations, R2B for Grade 9-10 has some errors. It says, "Analyze how points of view of is reflected in the characters, setting, and plot." It seems this needs to be reworded. However, due to the missing elements, I'm not sure what the intention is, so it is not easy for me to revise.

Let me know if there is anything I can do to help fix this.

Thanks,
Stephanie

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Stephanie Brake
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English Department Chair

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From: [Holloway, Candy](#)
To: [1490Comments](#); [Vandeven, Margie](#); [Jennifer.Waters](#)
Subject: ELA, 6-12, proposed standards
Date: Tuesday, February 23, 2016 3:32:18 PM

To Whom It May Concern,

We reviewed the proposed standards—which seem to be the same draft of the standards that our teachers spent considerable time commenting on in the fall. The e-mail suggests that only "formatting" and "necessary alignment" revisions were made.

It is evident that little or no revisions were actually made based on the previous comments supplied by teachers. Why would we spend the time to comment again?

To be honest, many districts, including ours, have spent countless hours and professional development monies aligning curriculum to the current MO Learning Standards. Will these factors play a role in the SBOE's decision in March? If these proposed standards are approved, additional hours and monies will be spent once again "revising" curriculum, "revising" assessments, etc.

FZ has experienced considerable growth (both with standardized testing, ACT composites) using the current MLS. It is frustrating and disheartening to think we might be taking a step backward—approving standards that lack vertical K-12 alignment and grade-level articulation.

Sincerely,
Candy Holloway

Candy Holloway

6-12 English Language Arts Coordinator
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From: [Autumn Vollrath](#)
To: [1490Comments](#)
Subject: Request for Assistance/revised standards
Date: Tuesday, February 23, 2016 3:42:05 PM

I looked over the new draft of standards. I can tell that a lot of work went into creating these documents and they seem organized and pretty clear. One thing that I ask is the we STOP constantly changing what our objectives are. It makes it impossible to have solid curriculum. We (staff) are working endless hours change, rechanging, and rechanging curriculum due to all the changes. It is also making it impossible and expensive to buy any resources (i.e. textbooks and resources) to go along with the standards. Our school has not ordered text books in years because we keep waiting for the (never ending) changes to be decided. We do not want to buy a series of textbooks and other resources that align to certain standard for those standards just to change the next year. We are trying to be resourceful and use our money wisely, but all of these constant changes make it impossible. I currently like common core and think it addresses appropriate standard and spirals throughout the years. Another aspect I like about C.C. is that we could buy resources to help us teach that actually align with those standards. It is also beneficial for kids that move from state to state. As I said I can tell that many educated people worked towards making these new standards, but all of these constant changes and uncertainty are making a huge headache for the people implementing them. Teaching is a difficult enough job with natural stresses, constant changing to what and when we teach should not be one of those.

Thanks for asking our opinion.

From: [Tonya Heavin](#)
To: [1490Comments](#)
Subject: MLS
Date: Tuesday, February 23, 2016 4:01:24 PM

1Bh “distinguishing shades of meaning among verbs and adjectives” ----I have no idea what this means or how I would teach it.

Spell sight words----wouldn't that make sight words spelling words?

ETS1 A-----No idea how this applies to 1st grade.

Tonya Heavin
1st Grade Teacher
Truman Elementary
Rolla, MO 65401

From: [Deanna Gillespie](#)
To: [1490Comments](#)
Subject: State Standards
Date: Tuesday, February 23, 2016 4:38:07 PM

Since I began teaching 42 years ago I felt that Common Core was the best thing I had seen.

However, even though I have not had great deal of time to review the new State Standards, I feel they are more user friendly than the Common Core. I am a second grade teacher so I can only speak for my grade-level but I feel strongly that the state is on the right track.

Congratulations on a job well done!

Deanna Gillespie

From: [Markus, Tiffany](#)
To: [1490Comments](#)
Subject: Learning Standards
Date: Tuesday, February 23, 2016 4:50:48 PM

Just wondering why we feel the need to change the standards again? Many districts just finished or are in the process of changing all of their curriculum to align to the Missouri Learning Standards that were released just a few short years ago. Countless hours were spent trying to address these standards and now you want that to all happen again? I think there is a much better use of our time and resources then to rewrite something again.

Our districts scores were amazing last year. We feel like we learned the standards well and put tons of effort into making them the most rigorous we could for our students. Not sure why we would change what is working.

Tiffany Markus
Reading Specialist
Bayless Elementary and Junior High