

From: [Laura Schwab](#)
To: [1490Comments](#)
Subject: fine arts
Date: Friday, October 10, 2014 10:33:53 AM

I just want to express how disappointed that I am that fine arts doesn't have any representation at the state level. While I recognize the rigor of the core curriculum debate, I also know that the arts and humanities as well as physical education provide balance for the school curriculum. No discussion about these areas at this crucial time of standards development only emphasizes the inequity in education. In the fine arts world we encourage and implement creativity which creates an equilibrium for the learner. Perhaps the reason that educators cannot get on the same page is because there is no same page. Add creativity back into education and you will find excited educators and students.

Respectfully submitted,

Laura Schwab

27 year Veteran Educator

From: [Potchen-Webb, Joellen](#)
To: [1490Comments](#)
Subject: Missing Elements
Date: Monday, October 13, 2014 8:15:32 AM

In revising Missouri's education standards, many of the most important tools have been left off. I am concerned that the Goals 1-4 from the Standards "Placemat" have been dropped. These essential goals served as the overarching vision for all of the other subject-area expectations.

In deleting or dropping these, we have lost a blueprint that included reasons for such varied studies as Study Skills and vocational training expectations. We do need to have the updated subject area standards (I have read and been using them. They are good.), but please do not lose sight of the larger goals that lead to students who are ready for work, college, and citizenship. The integration of these goals across all content areas serves as the glue for a comprehensive education.

Thank you for allowing us this comment period.

JoEllen Potchen-Webb NBCT

Goal 1 - Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Goal 2 - Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Goal 3 - Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Goal 4 - Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

From: [Jennifer Allen](#)
To: [1490Comments](#)
Subject: Testimony
Date: Friday, October 24, 2014 1:37:03 PM
Attachments: [Jennifer Allen.vcf](#)

I know that I do not know what is going on at the state level in its entirety. However, we are hearing rumblings that DESE should not be included in the standards writing. In addition, k-5 and 6-12 are writing independently, so there may not be a continuum of learning.

First, we are public schools, and we look to DESE for guidance, professional development, and a long term vision for curriculum, assessment, and accreditation. We had clear direction from DESE until they were derailed by 1490.

School districts tend to revise curriculum in a cycle; at Wentzville, our cycle is six years. We have delayed the revision of science, because of 1490, We had just completed the alignment to the CCSS/MLS. If 1490 significantly changes these standards, we will need a significant rewrite in these areas as well. We also await new standards in social studies, which will have to be written. We have calculated the potential extra cost of revising these curriculum off cycle, and the cost is between \$79,000 and \$152,000 depending on how significantly the standards change. In addition, this off cycle curriculum revision will delay the revision of electives such as art, PE, music, etc.

Second, school districts look at standards as a k-12 continuum. By allowing k-5 and 6-12 to work independently means that we could end of up disjointed standards.

Thank you for taking the time to obtain feedback and serve the students in Missouri. Please let me know if I can provide additional information.

Jennifer A. Allen, Ed.D.
Wentzville School District
Assistant Superintendent
Curriculum, Instruction, Assessment
636-327-3800 ext 20335

From: [Suzanne Putman](#)
To: [1490Comments](#)
Subject: Missouri State Board of Education NOTICE OF PUBLIC HEARING
Date: Friday, October 24, 2014 2:07:33 PM

I am emailing since there is no way I can attend the public hearing. Common Core requires methods that are not age appropriate, do not teach proficiency in any subject, and have only caused harm to my child's education and self esteem. I have two grown children who are productive members of society, able to function, work and manuver the many aspects in life with the skills they were taught with prior standards. My current student age child has not been taught to their level, but exposed to many methods for which nobody can find any practical application to use.

Science for instance has been releveled and the children are expected to understand words and concepts that are not appropriate for their ages.

Math has been nothing more than becoming familiar with many things, such as measuring with paper clips or other items instead of using forms of true measurment. How is this going to help them in their futures?

Reading has become about points. Content doesn't seem to matter as long as they earn the points required to pass.

I have spent more time over the past 4 year years trying to teach the skills and information that Common Core Standards does not include.

Cognitive thinking skills is the only thing Common Core seems to be concerned with, so we may end up with an entire generation of smart young adults who realize how very little they really know. Who thought this was a good idea? Why was this done to my child? Who takes responsibility as she becomes an adult with few real skills? I consider this social experiment unauthorized by parents, and a breach of trust in the educational system! I would never have agreed to allow my child to be a part of any social experiment with unproven methods such as Common Core Standards require to be used.

Please stop using Common Core Standards and adopt or draw up proven methods for real skill based informative educational standards that will actually serve these young people instead of trying to manipulate their brains. DESE has no business experimenting on these children, then forcing insane assessments to let them know how poorly the experiment is going. Most schools spend a few months preparing for these assessments, then the time to take the assessment, then nothing else seems to matter for the rest of the school year. So between these methods and assessments education time has been cut short approximately 1/3 of the school year, which seems to support experts view that these children will be at least 2 years behind prior levels by the 8th grade.

As a Mom I suggest you get back to basics of learning which are tried and true.

Find our great teachers who have been driven out of teaching and get back to teaching our children how they learn and what they should know instead of the innappropriate Common Core Standard.

Suzanne Putman

From: [jimmy.thwing](#)
To: [1490Comments](#)
Date: Sunday, October 26, 2014 7:55:46 AM

No to Common Core! Keep education between teacher/parent and student.

From: [Wanda Boggs](#)
To: [1490Comments](#)
Subject: Common Core
Date: Sunday, October 26, 2014 12:58:10 PM

NO NO NO NO to common core! It is dumbing down our children, teaching that America is evil along with capitalism. Teaching that our founding fathers were hateful rich white men that didn't care. Maybe the people pushing this trash on our society should read real history and stop drinking the kool aid the government is trying to sell.
Wanda Boggs

From: [Marilyn Schultheis](#)
To: [1490Comments](#)
Subject: Public meeting on Missouri Educational Standards Work Groups on Oct. 27
Date: Sunday, October 26, 2014 5:22:24 PM

With full confidence that no one will pay attention to this email I am still sending it. It is quite obvious by the information in the Notice of Public Meeting that DESE is not really interested in seeing that the public has an opportunity to get up an up-to-date report on the work groups, and to have the opportunity to verbally comment. There has been no real effort to find a location that would seat a large number of people comfortably in or around the capitol. In fact it looks like DESE has gone out of their way to make it as inconvenient as possible. This is duly noted and not appreciated.

Since the Work Group process has started it seems that DESE is not really interested in developing Missouri State Standards to replace Common Core but in completely controlling said process to make it impossible to replace them.

There is much more I could say about the illegal manner in which Common Core was foisted on the teachers and children of Missouri. The laws of the state of Missouri were not followed. The motive was the money. The money was only the carrot. This was a backdoor way for the Federal Government to take over the education system in this country. There was collusion between the government and big corporate interests leaving the local education process hanging in the balance. There is another ulterior motive and that is to propagandize our children against the founding of this country and the society that ensued. Brainwashing in other words. Our children will be treated like robots instead of individuals who learn in many different ways.

God help us all.

Sincerely,
Marilyn Schultheis

From: [Ron Staggs](#)
To: [1490Comments](#)
Subject: our kids deserve better
Date: Sunday, October 26, 2014 10:21:57 PM

I have observed the 6-12 ELA work group and it is very apparent that the so called education professionals in the meetings are merely re-constituting common core standards under the guise of new Missouri standards. There is no doubt that the very same people who have presided over our failing schools want to continue down the same path of dumbing down our students. When offered nationally recognized superior public domain standards such as Massachusetts over Common Core, they prefer Common Core. Clearly, they are products of a failed education system, themselves. Ask yourself, why would they not want the best for every child? Missouri students deserve better, they deserve the best standards available and not standards bought and paid for by individuals and corporations whose only interest is a piece of the education expenditure pie. You have heard the expression garbage in garbage out. I contend, that those responsible, in our universities and college's for teaching our teachers are imparting methodology, techniques and ideology in subject matter, that has proven to be ineffective and detrimental to achieving a sound body of knowledge. It is not our teachers fault, that our students are falling behind, they are teaching what they have been taught and the downward spiral perpetuates itself. I want to leave you with this indictment of our education system that I personally witnessed. A college student could not add $\$189.00 + 95.00$ in his head or on the invoice without asking his co-worker to use his cell phone calculator. Sad, isn't it.

it

From: [Jerry Jacobsmeyer](#)
To: [1490Comments](#)
Subject: Common Core Standards
Date: Monday, October 27, 2014 5:25:05 AM

So far, every thing positive that I have heard about Common Core is just only talk, ie. hype.

When it comes to reality, I have yet to hear any good Common Core story. Everything so far has been negative.

Math is one example, why would any business owner be happy to pay his employees for the extra time it takes to do math problems the Common Core way ? Not me ! Why are students being taught to solve math problems the hard way ?

Another is social studies. Common Core is over loaded with that Marxist, injustice, oppressor, victim, trash. There is a profile out on today's "mass shooter," those who use a gun to kill as many people as possible. The first thing that they have in common is a strong sense of social injustice. These people are unsafe. I do not want them working for me. The less they have had of Common Core, the more likely I am to hire them.

I am happy that Missouri is taking the time to critically evaluate Common Core before diving head first into it.

Thanks for listening,

Jerome Jacobsmeyer
6767 Eichelberger St.
St. Louis, MO 63109

E-mail: jerryjacobsmeyer@gmail.com

From: [Betsy O'Day](#)
To: [1490Comments](#)
Subject: Science Grade Level Expectations
Date: Monday, October 27, 2014 8:12:19 AM

Good evening,

At the time the current science grade level expectations were written, they reflected the most current information about student learning and student science learning that we had. Since that time, the body of research around how students learn and how they develop ideas about the natural world has expanded. Science is not a discrete set of facts to be memorized. It is a body of knowledge based on lines of evidence that explain phenomena. Our students will need to be scientifically literate to solve the problems that will need to be solved when they are adults. Science and engineering are critically important to a thriving economy. To accomplish this, it is important for students to be engaged in the practices of science while learning a limited number of core ideas, building and revising their knowledge over multiple years. Students need to be able to apply their science knowledge to a variety of contexts to prepare themselves for their role as citizens when they become adults.

From the videos I reviewed, it seems that the secondary science work group is using the Next Generation Science Standards in their review work. The Next Generation Science Standards are written as performance expectations integrating the practices of science and engineering, the disciplinary core ideas of science and the crosscutting concepts that are important to all disciplines of science. These expectations reflect the most current learning research available. As an elementary science teacher currently in the classroom, I support the secondary science work group's decision to use NGSS in their work and recommend that the elementary work group also consider NGSS.

Thank you for your time,

Betsy O'Day

From: [Chris Blattel](#)
To: [1490Comments](#)
Subject: HB 1490
Date: Monday, October 27, 2014 1:05:07 PM

I would like to voice my extreme displeasure with the result of the some things going on at the state capital in regard to the work groups rewriting our state education standards. HB 1490 became law because the citizens did not want the common core national education standards. Despite the talking points of it being state led, It was not. Adoption of the standards was brought about by trade unions and corporate interests. Lobbyists should not decide education policy for Missouri students. We need local control. DESE tried to take control of the workgroups and guide them. If this standards writing process was in line with the intent of citizens who helped pass HB 1490 common core standards would be scrapped, not merely re-written and repackaged.

Chris Blattel

From: [Kim Moore](#)
To: [1490Comments](#)
Subject: MO learning standards
Date: Tuesday, October 28, 2014 7:45:49 AM

Please adopt the Common Core Standards as the MO learning standards. It is foolish for Missouri to NOT align our standards with national academic standards. Our students must be just as prepared as students from other states to enter the workforce. This bill is unnecessary, based on foolish fears of people that are entirely unfounded. If MO adopts learning standards that are different from Common Core standards - either less rigorous or more rigorous - it will hurt our state in the long run, possibly in terms of federal monies for state education, and certainly in terms of student outcomes.

Sincerely,

Kim Moore
Retired School Psychologist

From: [Vicky Dudley](#)
To: [1490Comments](#)
Subject: Common Core changes
Date: Wednesday, October 29, 2014 3:51:11 PM

As a teacher in my 22nd year of teaching, I feel Common Core is the best thing that has happened to education in my teaching career. The objectives are common sense objectives that are achievable. I have heard many people voice concern about the amount of testing involved in the Common Core. Assessment is not required by the Common Core, assessment is decided by the state and district. Too much testing is not a Common Core Problem.

As a teacher, I have more resources available now than ever before. When more people are teaching the same curriculum, you have more and better ideas to build on. Text book companies are finally writing curriculum that addresses our state adopted standards and not the standards of states that purchase statewide curriculum. School districts are still free to choose a curriculum that addresses the needs of their students. In my opinion, if we move away from the Common Core as a state, we will not have the variety of resources to choose from. It will be difficult if not impossible to find a curriculum written for only one state. We will go back to having to choose from a curriculum written to address other standards with a Missouri insert and one or two lessons per Missouri standard just to say they have met our needs.

Common Core math standards were developed with help from the National Council of Teachers of Mathematics (NCTM). They are well researched standards that are developmentally appropriate and taught in a logical sequence. I cannot think of any group with more background in the research of mathematics teaching and learning. I am finally getting to teach the best practices I have learned from research. I do not understand why any group would think they could write more appropriate math standards than NCTM. The local school districts are still free to choose the curriculum they feel is the best fit for their students to teach the standards.

I have also heard concerns about Common Core not leaving time to teach science and social studies. With a strong focus on non-fiction reading and writing I have had opportunities to teach more science and social studies than before. I can now teach science and social studies in conjunction with my language arts program.

I know from my time in teaching that one of the worst things we can do for our students is change our expectations midstream. I feel Common Core was introduced to both teachers and students midstream. It was a rough start, but things are just now smoothing out. We have not even used the Common Core standards long enough to get adequate data about the effectiveness of Common Core. If results is what we are concerned about we need the time to gather the data to make educated decisions.

I know that there are no magical standards that will make every person happy. I know there will always be controversy in education. There is a lot of misinformation about the Common Core that is swaying public opinion. I think instead of leaving a good thing behind, our efforts would be better spent educating people about the Common Core. We are educators after all.

Vicki Dudley
First Grade Teacher

From: [Brooke Henry](#)
To: [1490Comments](#)
Date: Thursday, October 30, 2014 8:30:16 AM

I am a former elementary regular classroom teacher, and I currently have two children in elementary school. I feel they have greatly benefited from the newly implemented common core standards. I like the new approach to learning because I can already tell their knowledge of the subject content is deeper with a greater understanding of what they are learning. Isn't that what we all want as educators and as parents for our children? I feel that changing standards again would only impede the learning of our students and children. Starting the process again is absolutely not necessary. Let's give common core a fair chance before any judgments and changes are made.

From: [Rachel](#)
To: [1490Comments](#)
Subject: CCSS
Date: Saturday, November 01, 2014 11:09:40 PM

As an administrator, it is very frustrating trying to prepare our students and teachers for the new test. Why are we testing this year????

Sent from my iPhone

From: [Mike Henry](#)
To: [1490Comments](#)
Subject: FW: common core
Date: Monday, November 03, 2014 12:40:24 PM

From: Vicky Dudley [mailto:vdudley@avabears.net]
Sent: Tuesday, October 28, 2014 4:29 PM
To: 'Mike Henry'
Subject: common core

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Core that is swaying public opinion. I think instead of leaving a good thing behind, our efforts would be better spent educating people about the Common Core. We are educators after all.

Vicki Dudley
First Grade Teacher

From: [Melissa Dalton](#)
To: [1490Comments](#)
Subject: Comments Regarding Changes to MLS System
Date: Tuesday, November 11, 2014 9:40:27 AM

I am a teacher and would appreciate my opinion on the changes to MLS being noted:

- 1) Teachers have worked extremely hard to implement the current standards in a short amount of time. Please do not disregard this work and expect a quick turn around for new standards. I feel like I am still working through the new standards, and I am disappointed that I am not going to see the process through to completion.
- 2) My elementary building purchased a new math curriculum last year and a new ELA curriculum for this school year. We are in very low income area so money is not free flowing. Please take into consideration the money that has been spent to implement the current standards. Using the curriculum material we have purchased is extremely important.
- 3) I hope that this committee contains individuals that work in school systems, that have had a close view of the current implementation process, and that have the best interest of teachers and students at heart.

Thank you for your time.

From: [Galoyan, Shawna](#)
To: [1490Comments](#)
Subject: Missouri Standards
Date: Thursday, November 20, 2014 4:10:20 PM

I would like to give my two cents about the current Missouri Standards.

I'm an educator and have been for 10 years. Since the new Missouri Standards were introduced a couple years ago, I couldn't be happier with the results of my student's achievements. I think the standards need to stay in place. Kids are very capable about learning higher level curriculum and be pushed to be better learners.

However, I think parents are unhappy about the standards because they are confused. Standards have nothing to do with the 108 step math problem that everyone is so upset about. Parents and lawmakers need be educated on exactly what each standard means and how it's different than curriculum a district uses. Standards and curriculum are two completely different things.

I'm not sure how many teachers across the state support these standards, but I know the teachers I work with are in support of these standards. If teachers see the importance of these standards, that should speak volume.

Thank you,

[Shawna Galoyan](#)
[5th Grade](#)
[Union Chapel](#)

From: [Bonebrake, Donna](#)
To: [1490Comments](#)
Subject: common core
Date: Thursday, January 22, 2015 8:33:56 AM

As a teacher I cannot support the level to which students are expected to perform. In my opinion, we are asking students to reach unattainable goals that is not age appropriate. Most students have not developed the thinking skills that are being asked of them and are not developmentally appropriate.

From: [Walker, Lane H](#)
To: [1490Comments](#)
Subject: Public Hearing Comments
Date: Wednesday, April 08, 2015 7:58:52 AM

As a Missouri public school educator, I understand why some teachers may be against using Common Core for the new Missouri Learning Standards: Common Core is much more work than our previous standards. Designing Algebra lessons for my classroom next year has taken me hundreds of hours this year. I cannot just present my old Power Point lessons any more. I have to coach my students through thinking and analysis of real-life problems. I expect to be much more tired at the end of the day. On the other hand, I am confident the math my students will learn will be much more practical and easier to remember in the long-run. I continue to speak with math teachers in Missouri that see nothing wrong with teaching tricks that make math steps easy to remember. Teaching math as an analytical tool is much more difficult for teachers and students on the front end. It will take a few years for our teachers to understand the difference that is expected.

Lane H. Walker, M.Ed.
National Board Certified Teacher
Mathematics Department
Francis Howell High School
(636) 851-6479 (work)
(636) 244-4015 (home)

From: [Gray, Katherine](#)
To: [1490Comments](#)
Subject: missouri learning standards
Date: Wednesday, April 08, 2015 12:43:48 PM

I strongly support using the current Missouri learning standards as the basis for any future standards for the following reasons:

1. They reflect current evidence-based learning for reading, writing, and speaking/listening.
2. School districts around the state have revised curriculum and assessment according to these standards.
3. The standards reflect the rigor in learning our students need to become college and career ready and compete with students in other states or countries.
4. The standards are focused, contain what students should know and do, and reflect completely aligned learning progressions for K-12.

I have great concerns that the workgroups are politically motivated and comprised of members who have little experience in writing curriculum and assessments. While these members are able to make recommendations, the scope of these groups should not exceed their experience and capabilities.

Thank you!
Katherine Gray
Education Consultant
English Education Professor

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6-12 ELA Minority Work Group Public Hearing Report

April 20, 2015

Statement of WG Objective: To develop Missouri ELA standards for grades 6-12.

Description of WG Organization:

- 5 Minority Members

Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed.

- Determined the five major strands to be used as a framework.
- Began the process of reviewing and comparing the current Missouri Learning Standards to the 2013 English Language Arts curriculum Framework developed by Dr. Sandra Stotsky as well as the Massachusetts 2001 ELA standards.
- Introduced ourselves to the K-5 ELA workgroup and asked for future opportunities to collaborate and share documents and drafts to ensure vertical alignment upon completion.
- Reviewed the K-5 draft documents in Speaking and Listening, Writing, and Language.

Description of Remaining Steps to Completion

- Develop the vertical progression of standards for Reading- Literary and Informational Texts, as well as complete the other four strands.
- Collaborate with K-5 ELA work group to ensure vertical alignment
- Seek feedback from state and national education experts as well as parents and teachers currently teaching in Missouri public schools.
- Continue to consult current educational best practices and research.

Identification of obstacles to overcome or tools/information required to assure success:

- Be allowed to collaborate with the K-5 ELA workgroup in order to share documents and research as well as ensure vertical alignment of the final product.

Any other issues important to the particular WG:

- As we work to develop these new standards, we are adhering to the following:
 - Missouri Department of Higher Education Curriculum Alignment Initiative
 - Career Ready Practices
 - Missouri Show-Me Content Standards for ELA
 - National Council of Teachers of English (NCTE)
- We are also consulting the following standards: current Missouri Learning Standards , Massachusetts 2001, Sandra Stotsky 2013

Attachments:

From: [Susan Parker-England](#)
To: [1490Comments](#)
Subject: Second Public Hearing on Education Standards Scheduled
Date: Tuesday, April 14, 2015 10:26:15 AM

Comments:

When the public is making a mockery of the Common Core and proposed changes, I wonder if you are actually thinking about the impact of these proposed standards on all parities. I also wonder if you are actually talking with child development people as I have noted since I started teaching that children are very literal until the age of 8 (give or take)

They are sponges, absorbing INFORMATION but are mostly thinking in concrete absolutes and perceiving in concrete absolutes. SOME children are able to do more, but your proposed changes are for ALL children just like the insanity of the math concepts you are forcing down the throats of ALL children. How did the theory of multiple learning styles morph into ALL children must learn ALL the ways of learning??? I totally understand multiple ways of adding. HOWEVER, not all children need to master all ways of learning or be beat over the head with it or confused by a process that does not make sense to THEM as that child has already solved the problem and is ready to move on. It is only serving to disenchant their desire to learn as well as that of their parent(s) and teachers. Instead of clarity you are offering confusion.

We have children enter grade levels on level, above level, barely functioning, and everything in between. Some children are beginning school not even knowing how to feed themselves or button or recognize a number or letter, yet they must compose fully formed thoughts and be able to type it themselves.

The culture that needs change is that of parenting. As a nation we need to change the culture of parenting and responsibility. Education, needs to educate not raise. Track children in levels not grades if this is the road you are wanting to follow. Admit not every child is going to learn it all or the same way or at the same rate and deal with educational reform in a direct non-confusing non-overburdening manner. Parents and educators are frustrated and overwhelmed at the demands.

Susan Parker-England
Green Forest R-2 School District
6111 Hwy. F
Salem MO 65560
573-729-3902

From: [Toni Becker](#)
To: [1490Comments](#)
Subject: NO Common Core in any form!!
Date: Tuesday, April 14, 2015 12:00:09 PM

I do NOT want Missouri that have ANYTHING to do with the Common Core State Standard INITIATIVE. I do NOT want the Common Core State Standards or another version of the Common Core State Standards with just another name. I do NOT want NGSS, Common Core's science buddy being shoved down our throats. I do NOT want any CC aligned history/social studies standards that are to come. I do NOT want any CC aligned "citizenship" standards either. I do NOT want Missouri to have any involvement with any CC aligned testing consortia. I do NOT want massive amounts of data collected and shared openly as is currently being done because of the illegal CCSSI!!

I want the Common Core State Standard INITIATIVE gone from our state and you all fired for running education into the ground in our state. You do the will of the federal DoE and slap the faces of the Missouri citizens who pay your wages. Shame on all of you, though something tells me that people who enslave children to such a thing as CC probably don't feel course-correcting emotions like remorse.

Toni Becker

From: [Tyler McDowell](#)
To: [1490Comments](#)
Subject: HB 1490
Date: Tuesday, April 14, 2015 1:38:14 PM

My name is Tyler McDowell. As a resident of Missouri and father of four, I do NOT want Common Core as the Missouri Standards for our children. I do NOT want a re-branded set of standards that are actually common core but just the name has been changed. I do NOT want the assessments aligned to Common Core either.

From: [Rebecca Richards](#)
To: [1490Comments](#)
Subject: HB1490
Date: Tuesday, April 14, 2015 2:24:28 PM

I do NOT want Common Core as the Missouri Standards for our children. I do NOT want a re-branded set of standards that are actually Common Core but just the name has been changed. I do NOT want the assessments aligned to Common Core. I do NOT want outside entities to have access to my child's data.

Rebecca Richards
4325 SE Lariat Drive
Lees Summit MO 64082

From: [Stephanie D. Mound](#)
To: [1490Comments](#)
Subject: Common Core Curriculum
Date: Wednesday, April 15, 2015 5:33:49 AM

Hello,

I wanted to let you know where I stand on Common Core.

I do NOT want Common Core as the Missouri Standards for our children. I do NOT want a re-branded set of standards that are actually common core but just the name has been changed. I do NOT want the assessments aligned to Common Core either.

Everything I have learned about this curriculum is an exercise in foolishness. This “method” of learning takes away the ability of many parents to help their children with homework, frustrates the kids trying to learn in such an absurd fashion, and takes away the joy of learning. I have also heard from many teacher friends about how much they hate teaching this way. I hope they are speaking out about this as well.

I am an educated woman. I have an MBA but when I read a math problem and saw the solution, it literally took me half a day to figure out why they would teach it that way and why a two step process was literally turned into an 8 step process. This is doing nothing but confusing students, making it WAY harder than it needs to be and causing many, I believe, to feel like they are inadequate learners. There are time-tested methods already in place, known by most parents and teachers, that are perfectly fine to use in our schools. Missouri schools have already been used as guinea pigs in the area of reading. My nephews (who are now in their mid 20's) were taught to sight-read instead of phonics and that was an absolute disaster. They can't spell hardly anything correctly if it has more than 5 or 6 letters in it and their reading ability was lower due to this. That is a whole generation who has been “dummied down” due to a big experiment. I don't want to see this happen in Missouri (or anywhere in the US) in math especially.

In an age when Americans need to be at the top of their game to be able to compete globally economically, this is no time to be putting garbage like common core in place as a new learning method. I hope you will seriously consider being a state to kick this standard to the curb and be a leader among states to see this for what it is.

Lastly, testing has gotten WAY out of hand in Missouri schools. I understand that someone sitting in an office somewhere needs raw data to show them what students know but what has happened (I have a daughter who is 22 so I have seen this first hand) is that the teachers end up teaching basically just what is on the test because they are affected by these scores too. So, many days of the academic year are WASTED going over stuff that is on these tests instead of using these days to inspire our young ones to research and learn on subject matter. They are learning stuff (and even that is debatable because the students HATE these tests and see them as a waste of time) just for the moment. It isn't real learning that will stick with them for a lifetime. I would love to see that be instituted; reward our teachers for teaching in a manner that really sticks with kids and their scores will come up on these futile tests naturally. I don't see how the teachers haven't stood up and said

enough is enough.

Thank you,
Stephanie Mound
11 Pear Tree Road
Troy, MO 63379

From: [Sherry Ziegler](#)
To: [1490Comments](#)
Subject: Common Core
Date: Wednesday, April 15, 2015 12:26:50 PM

Missouri's Department of Elementary and Secondary Education.

I do NOT want Common Core as the Missouri Standards for our children. I also do NOT want a re-branded set of standards that are actually common core but given another name. I do NOT want the assessments aligned to Common Core.

Sherry Ziegler
636.399.3882
Sherry@SherryZiegler.com

From: [joan keck](#)
To: [1490Comments](#)
Subject: Common Core
Date: Wednesday, April 15, 2015 1:23:23 PM

I do NOT want Common Core as the Missouri Standards for our children. I do NOT want a re-branded set of standards that are actually common core with the name changed. I do NOT want the assessments aligned to Common Core.

Common Core is wrong in many, many ways.

Sincerely,

Eleanor Joan Keck

From: [Jeanie A. White](#)
To: [1490Comments](#)
Date: Wednesday, April 15, 2015 3:09:35 PM

It is very difficult to be a part of public education. We fight public perception, home lives, poverty, media, etc. We adhere to the regulations and mandates that set before us. We try to follow the expectations. This is getting very difficult to do. Find out what is right for kids, make an informed decision and stick to it. Public awareness is good and we must listen to what our contingents are telling us; however, this should have happened before all the mandates were made to begin with. We have revised curriculum and fought the good fight. Let us educate children. Keep us out of the politics. Now that we have the standards and expectations in place, time and money (not to mention public ridicule and confusion) has been focused on this process. What is the gain of changing? Did the standards lose rigor? Are they now not effective? What does that say about public education in MO?

Jeanie White, Ed.S
Assistant Superintendent
Perry County School District #32
326 College Street
Perryville, Missouri 63775
573-547-7500 ext. 328

"Learning is really about translating knowing what to do into doing what we know." `John G. Miller

From: [Scott Coatney](#)
To: [1490Comments](#)
Subject: Public Hearing Comment
Date: Wednesday, April 15, 2015 8:32:04 PM

I am concerned that Common Core standards now in use may not be age appropriate for the average student.

My seventh-grade student has always made A's with the occasional B in math all through school. Earlier this school year, she asked me for help with her homework. I noticed she was solving linear algebraic equations with one variable.

I worked with her for an hour for two nights, attempting to show her how to use the distributive and other properties. I also utilized Youtube videos from professional educators as a teaching aid just to make sure the issue wasn't my teaching ability. This bright seventh-grader could not grasp how to solve these equations no matter what I tried.

Then it dawned on me that I was in ninth grade when I learned these equations, a full two years older than her. I wondered if this was related.

I subsequently discovered the following related information:

"Research suggests teaching algebra to all students by eighth grade may be ineffective, however. Many students fail because they are unprepared, and even fall further behind. And [Jason] Zimba [a professor of physics and math at Bennington College in Vermont and lead writer of the math standards] says the [Common Core] standards include "an awful lot of algebra before eighth grade," even if they don't technically include an Algebra I course. "By the time you're in eighth grade, you're solving two equations and two unknowns. It's highly rigorous," he said.

[William] McCallum [math department chair at the University of Arizona and a member of the work team for the Common Core math standards] said the eighth-grade standards, though not called Algebra I, cover "what happens in normal Algebra I in high school."

I also discovered a study done by some Duke University researchers which suggests starting algebra earlier than high school has a negative effect on the average student:

"Our results indicate that Charlotte-Mecklenburg's acceleration initiative worsened the Algebra I test scores of affected students and reduced their likelihood of progressing through a college-preparatory curriculum."

<http://www.hks.harvard.edu/pepg/PDF/Papers/Vigdor%20Paper.pdf>

I am very concerned that this acceleration of higher math is going to discourage and form mental blocks in average students. Perhaps there was wisdom in not starting algebra until high school in the past with regard to the average student. Please understand I am in favor of gifted students learning algebra earlier than high school, but not average students.

It makes no sense to me how increasing the difficulty of curricula, as in Common Core, is going to improve the performance of students already failing easier curricula. Common Core standards will make the problem worse.

Thank you for your consideration.

Sincerely,

Scott Coatney
P.O. Box 476
Morehouse, MO63868

From: [Pam Kowalkowski](#)
To: [1490Comments](#)
Subject: Witness form/Comments about CC standards
Date: Thursday, April 16, 2015 3:15:11 PM

To whom it may concern:

I am writing to let you know my thoughts about the Common Core Standards, as I am unable to attend and testify in person. I must start with this: I do NOT want Common Core as the Missouri Standards for our children. I do NOT want the Common Core Standards renamed or re-branded as Missouri Standards. And I do NOT want any assessments aligned to the Common Core Standards.

You may be asking why I, or anyone would feel this way. There are many reasons, as I have been following this since 2009. First, Missouri, being the "show-me" state, has never been shown that these Common Core Standards are 1) better than what we had. 2) Valid. 3) worth the money spent. 4) teaching our children what they really need to know.

They were adopted sight unseen, by our Governor without legislature discussion or public discussion, yet it has everything to do with public schools and the public.

To give up the state and local control of education to the federal government, is baffling to me. There isn't much that states control, but as per the U.S. Constitution, this is an area a state does have control of, why would a state willingly give up exercising their Constitutional right?

The idea of having national standards, and along with that, national assessments, sounds good in theory. The problem is, every community has different needs, and unique individuals. The Common Core is actually set up so that every single child in say, grade 3, in every single classroom, in every single state, will be learning exactly the same thing, at the same time. This is the goal, so that if a child moves (a minority number do that) from state to state, they never miss a beat in the classroom. This means, there is no ability for a teacher to really individualize instruction whatsoever, no speeding up, no slowing down, no deviation at all. This is preposterous! Children are not machines.

Part of the reason the Standards are set up like this, is because of the assessments.

Assessments that have never been validated. Assessments that are only used to grade the school and teachers, they actually mean nothing for our kids. Our children never know what questions they miss, and never get to see why or how they missed them...so they never learn from these assessments. That makes no sense. They are not college graduates taking a licensing exam to be a lawyer or doctor or nurse or etc. They are children, trying to learn the basics of core subjects, to be thinking, productive, Missouri and U.S. citizens. The goal of public education is not to go to college, really...the goal is to instill a love of learning, to be able to independently learn throughout life, to think, to be productive adults, to make choices for themselves. That should be the goal of K-12 standards. Of course the core subjects allow for all of this since productive adults need to know how to DO math, how to read, write, discuss- as learned in ELA, need a science basis, and good social studies/history basis....and Missouri is very capable of making their very own Standards, just as teachers are capable of making their own assessments of their students.

Thank you for your time,
Pam Kowalkowski
2130 Meadow Dr.

Barnhart, MO 63012
Jefferson County
636-467-2122

From: [Heather Hicks](#)
To: [1490Comments](#)
Subject: HB1490 witness letter
Date: Thursday, April 16, 2015 6:03:01 PM
Attachments: [Scan.png](#)
[witness letter for school board.pages](#)

attached please find my witness form and statement.

Respectfully,
Heather Hicks



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE

PLEASE PRINT OR TYPE

<input checked="" type="checkbox"/> HOUSE <input type="checkbox"/> SENATE	DATE	4/16/15	
	COMMITTEE		
	BILL NUMBER	HB1490	

WITNESS INFORMATION

NAME OF WITNESS		
Heather Hicks		
HOME ADDRESS		
213 Houser street		
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Park Hills	MO	63601
HOME PHONE NUMBER		
573-915-8181		
BUSINESS ADDRESS		
CITY	STATE	ZIP
BUSINESS PHONE NUMBER		

SPEAKING (check one) FOR AGAINST OTHER _____

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available.

THE INFORMATION ON THIS FORM IS PUBLIC INFORMATION UNDER CHAPTER 610 RSMO.

From: [Heather Fountaine](#)
To: [1490Comments](#)
Subject: HB1490
Date: Thursday, April 16, 2015 8:08:21 PM

To Whom it May Concern,

My name is Heather Parker and the reason for this e mail is because I am unable to attend the meeting Mon. April 20th in Jefferson City regarding hb1490. What I would like to say is that my child is currently enrolled in public school and participating in Common Core. This whole year has been a disaster. Everything has moved to online which makes it very difficult for parents to even know what is going on in the classroom. I keep hearing how rigorous the new standards are. What I have seen they are not even age appropriate. I also keep hearing that all grades and schools are suppose to be learning the same thing across the U.S. That way it makes it easier for kids who move. That's great in theory, but I hate to burst your bubble our school district isn't even teaching the same thing with the same grades. I have a child who use to be a straight A student who loved school. He now hates school his grades in the Common Core subjects have dropped. I have spoken with other mothers in the class and I hear the same thing. Their grades have dropped, they cry all the time, don't want to go to school. Now if this was just a few kids then maybe it's the teacher or it's just the subject they are not getting. It's the whole class, and I find this extremely alarming.

Now we have come down to the end of the year THANK GOODNESS, and the state test are upon us. SBAC consortium has been found unconstitutional and illegal, but we are still pushing our kids to take these test. Now I have a school that has told me my child cannot opt out, that these test will determine how he does in high school, and college. Now we all know that none of these things are true. My question is how can a school bully your child? As much emphasizes nowadays on bullying, and the public school is the biggest bully I have ever encountered. The schools have these children testing all year. Practicing the SBAC test, giving them candy, offering field trips to bribe them into doing well on the test. Because if they don't they will not get into college. This is all bull, and I want it to STOP. The schools bully children into doing things because they say it's great. They bully parents into thinking they have to make their kids do what the school wants them to do it. I want DESE and all public schools to stop bullying our children. What I ask is for everyone to sit down and take the practice test. My husband and I have, and it's a joke. I will always fight for what I think is right for my son, and nothing about Common Core is right.

Thank You for your time

From: [Jennifer](#)
To: [DESE Communications](#)
Subject: Common Core
Date: Friday, April 17, 2015 7:26:02 AM

>> Good Morning!

>>

>> Read a newspaper article that indicated we have until October to give our opinions on Common Core. So here is my opinion as a degreed parent of an 8 year old second grader who is an A Student as follows:

>>

>> I am NOT in favor of common core standards.

>>

>> If you would like to further ask me questions, I will be happy to answer.

>>

>> Thank you,

>> Jennifer Street

>> Farmington, Missouri

>>

>> Sent from my iPhone

From: [Donna Kelly](#)
To: [1490Comments](#)
Subject: Comments
Date: Sunday, April 19, 2015 3:11:14 PM

Common Core a.k.a. the Missouri Learning Standards need to be scrapped. I don't care what the individual standards say - it's how they were put into place and the data collection that goes along with them that bothers me.

Governor Nixon and former Commissioner Nicaastro overstepped their bounds. The federal government essentially dangled "carrots" in the form of Race to the Top funds and NCLB waivers to get our state officials to sign onto the standards that HAD NOT YET EVEN BEEN WRITTEN! So much for following the law and for transparency!

The testing is a joke. Tests are a snapshot (a DESE employee has even referred to them as a snapshot), and yet so much importance is placed on them. I know more about how my child is doing through his school work, not through the MAP test. With his school work, I am able to determine where he may be struggling, as I can see what he has missed. With MAP testing, I don't know what he missed. I don't have any idea if he truly didn't know the answer, picked the wrong one by mistake, misread or made an error in calculation, or if the question was confusing or invalid. The tips provided on his report each year have been the same since third grade regardless of his scale score.

The data collection is of huge concern. No one other than the child, his/her parents/guardian, and the school itself should have access to his data. If you want to research kids and how they learn, then seek those who want to willingly participate. As for me and my family, COUNT US OUT!

As for other standards written in private by private organizations, scrap them as well. We don't need the Next Generation Science Standards or national social studies standards. We certainly don't need national sex education standards, especially when Planned Parenthood participated in writing them.

I am so disgusted with what is going on in the name of education reform. Stop implementing reforms in which our children are referred to as human capital and where education is simply considered workforce planning.

You are never going to equalize outcomes. You cannot even equalize opportunity, because kids with the same teacher perform differently. Kids in poverty may tend to do poorly in school, but there are kids in such situations who succeed. Kids who don't live in poverty but who don't care about school tend to do poorly. You are never going to change the human spirit.

I thank you for the opportunity to share my comments.

Sincerely,

Donna Kelly

From: [Martin J. Walsh](#)
To: [1490Comments](#)
Subject: Hearing on Common Core
Date: Sunday, April 19, 2015 3:52:04 PM

Having read the Home page of the Common Core website, it says this is NOT a federal program. It is program of the 50 state education departments, under the auspices of the 50 state governors. So why are you having hearings on this "federal program". Since MO DESE helped develop the plan, and accepted the final product, which was obviously not mandatory - as shown by the 6-7 states which did not accept it - what is the problem?

I would like an honest discussion of the pros & cons by open-minded educators so we non-educators can form an informed opinion. Listening to the radicals who have the basic premise wrong, i.e. claims that it is Obama taking over education and destroying our children, is absurd.

Martin Walsh
1075 N. Sappington Rd
Glendale, MO 63122

From: [ken brandt](#)
To: [1490Comments](#)
Subject: April 20th, 2015 Hearing
Date: Monday, April 20, 2015 8:33:21 AM
Attachments: [Scan0001.pdf](#)

Good Morning,

Unfortunately, previous commitments will not allow me to be present at the Capital today. I do wish to submit this witness form as the testimony I would have been prepared to give, had I been able to attend.

My husband and I do NOT want Common Core as the Missouri Standards for our children. We do NOT want a re-branded set of standards that are actually common core but just the name has been changed. We do NOT want the assessments aligned to Common Core either.

Sincerely,

Mrs. Michelle Brandt



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE

PLEASE PRINT OR TYPE

<input checked="" type="checkbox"/> HOUSE <input type="checkbox"/> SENATE	DATE 4-20-2015
	COMMITTEE
	BILL NUMBER HB 1490

WITNESS INFORMATION

NAME OF WITNESS
Michelle A. Brandt

HOME ADDRESS
7 Chandler Hill Ct

CITY St. Peters	STATE MO	ZIP 63376
--------------------	-------------	--------------

HOME PHONE NUMBER

BUSINESS ADDRESS

CITY N/A	STATE	ZIP
-------------	-------	-----

BUSINESS PHONE NUMBER

SPEAKING (check one) FOR AGAINST OTHER _____

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available.** My husband and I DO NOT want Common Core as the Missouri Standards for our children. We do not want a re-branded set of standards that are just Common Core, but by a different name. We DO NOT want the Assessments aligned to Common Core either. High-stakes testing is not what's best for Missouri's children. Less testing, more teaching! Respectfully, Mrs. Michelle Brandt

THE INFORMATION ON THIS FORM IS PUBLIC INFORMATION UNDER CHAPTER 610 RSMO.

From: [Westlake, Brandon](#)
To: [1490Comments](#)
Subject: state standards
Date: Monday, April 20, 2015 8:53:48 AM

Good morning,

I would like to comment on Missouri's social studies standards. My main concern is that the social studies standards are very broad and very encompassing. While this provides teachers and districts with a large degree of control over content and curriculum, I feel that there is a drawback. In my opinion, this affects state assessment. As the social studies EOCs are multiple choice, there is a wide variety of content that can be incorporated into these tests. When specific information and content is not included in the standards, students are at a loss. It is important that students learn to apply skills and higher order thinking in the subject area, but they be able to do so with some background to the content. When other states' standards, such as California and Texas, are compared to their state assessments, it is very clear that there is more specific outlined in their standards, and subsequently assessed.

The social studies shortcomings hurt students in the long run. For instance, one government CLE states "Assess the changing roles of government: philosophy, limits, duties" This can provide for rich classroom experiences, but does not transfer to the EOC well unless the content that students are using to apply the standard with has been taught.

I urge the committee to consider this situation going forward. Thank you for your time and working to improve the quality of education for our students in Missouri

--

Brandon Westlake
Community R-VI
High School Social Studies
Quiz Bowl Sponsor

From: [Amanda Wise](#)
To: [1490Comments](#)
Subject: Comments
Date: Monday, April 20, 2015 9:06:27 AM

As an educator and a math coach, I fully support the Common Core State Standards (high-stakes testing? Not so much). I have opposed HB1490 since its inception.

National standards allow us to compare data across millions of schools and model after our most successful schools. How many industrialized nations have 50 unique sets of educational standards?

By keeping CCSS, it allows educators to network across state lines and access videos and supplemental materials much more easily. We can google a particular standard and join a national conversation. If we create Missouri-only standards, we will isolate ourselves from some of the most prestigious and progressive research institutions.

For the first time in my career, my textbooks reflect our standards. They weren't written for Texas or California. Missouri-only standards will be a setback.

3.NBT.A.2 is one of the most controversial standards on social media. Parents and even celebrities are taking exception to the methodologies used to address this standard, but no one is talking about the standard itself or its progression. The standard clearly says "OR" and doesn't dictate which strategies should be used, therefore educators who force mastery of a particular strategy as the only way to receive credit should rethink their practice. The frustration is with the implementation (easy to change) vs the standard (kids need to add and subtract). The progression is standard algorithm. How can a workgroup improve upon this standard without writing curriculum?

For the first time in my career, teachers are focusing on conceptual learning and not just procedures. CCSS are not perfect, but they are better than what we had.

Changing standards will be expensive (professional development, new assessments, re-writing curriculum) and will only serve to put our poorest districts at an even greater disadvantage. Most likely textbooks won't change anytime soon (even if the district were up for adoption, most companies are CCSS-aligned) so those who oppose CCSS won't be assuaged (look to Indiana and Oklahoma for comparison).

Did Missouri put the right people in the 1490 work groups? Frankly, the 6-12 ELA group has an embarrassment to our state. It has been a political mess since the first meeting and members have used their position to get them elected to public office. How can you focus on the quality of educational standards when you have a HUGE political agenda?

Amanda Wise

Sent from my iPhone

From: [Kim Gaines](#)
To: [1490Comments](#)
Subject: Concerned Superintendent
Date: Monday, April 20, 2015 3:01:58 PM

Dear Missouri State Board of Education:

I have been following the progress, or lack thereof, of the 1490 workgroups via the videos that are posted after the sessions are complete. I am concerned the entire process is being bogged down by the politics of HB 1490, and the end product will suffer as a result. My concern was heightened after viewing the ELA Secondary Workgroup dated March 16 and 17. At one point in the video from the 16th, the "anti-Common Core" group leaves the room and declares they will be working on their own. For over an hour, this group accomplished nothing that directly related to writing ELA standards, but they certainly should understand HB 1490 because that is all they referenced. I am a supporter of the Missouri Learning Standards and have been from their inception. With the completion date looming in October, I worry about the quality of our future standards.

--

Kim Gaines
Superintendent

"Upon the subject of education, I can only say that I view it as the most important subject which we as a people may be engaged in." Abraham Lincoln

From: [Theresa Jackson](#)
To: [1490Comments](#)
Subject: Opinion regarding HB 1490
Date: Monday, April 20, 2015 3:48:05 PM

4.20.15

To Whom it May Concern:

This was the first year for Smarter Balance Testing in the USR-II School District, and I believe it is a great test! Students are forced to read, comprehend and write! The first year I was hired within the district, the students' academic expectations were shallow and low. Many students and their parents held the false belief that since their son or daughter was a "good kid," and they came to school every day, they were "entitled" to a better grade. As an educator and a BSN, I stated, "A thermometer gives a more accurate reading of a person's temperature than a hand on one's head; therefore, this will be the grade your son or daughter receives due to their performance within the classroom." The administration within this district has backed me, and we hopefully will see an increase in test scores over the next few years, because this district is behind when compared to those around us and across the State of Missouri.

Over the past three years I have worked diligently to make sure "No Child is Left Behind," as much as possible. While I do not yet know the results of our students' testing scores, I will welcome the results with even greater tenacity to help the students in our district try to be "the best that they can be, and hold them accountable to the higher standards I have set, due to the State's standards and new Smarter Balance Testing, to better prepare them for the world of needed 'problem-solvers' along with the ability to write and comprehend what they have read within the content area."

While I realize there is much discussion on this subject, and increased fear by educators that students aren't testing as high as they should, or even fear release from a district, due to poor test scores and no tenure, I feel that the State of Missouri should still hold educators accountable to do our best each day, or leave the classroom; on the other hand, I know of several students within our district that just "mark anything" to get through the test! Therefore, I would like to suggest that perhaps it is "high time" we hold the students' feet to the fire! I truly believe that IF their student driver's permit and their privilege to drive with a driver's license was conditional upon their testing, we would see greater results in the State of Missouri!

Lastly, I am this district's Title I Teacher, as well. What I am finding is that many students are staying up late at night to play video games whenever their parents put them in bed, as well as not read to their son or daughter; therefore, I believe the parents should be held more responsible for their son or daughter's success by having them mandatorily have to attend reading/phonics classes starting at first grade, should their son/daughter show delay in reading whenever it is not linked to a physical incapacity, until the level of reading shows improvement. I also believe in mandatory retention at the end of second grade rather than fourth, due to their physical stature and need for improvement, before the student gets further in his or her academic progression.

I have often heard it said in the past: It takes a village to raise a child. Well, I have seen where these

students are heading, hopefully, and I believe it's high time we hold the chiefs (parents) and the tribal clan (teachers) accountable in teaching the child, regardless of how much they cry, whine and whimper! WE know what's best for all of us-EDUCATION, coupled with accountable "problem-solving," and it's high time we did it!

Respectfully,

Theresa Jackson/USR-II School District
6-8 ELA/Title I Teacher