

## Testimony of Peter Hennessey for the meeting on 2014 March 26

To: Members of the Interim Committee on Education  
From Peter Hennessey, Ph.D.  
Carson City  
Date 2014 March 25  
RE Common Core, SBAC / SLDS

Senators and Assemblymen of the Interim Committee on Education,

In case you all are tired of arguments against Common Core coming from bloggers, "right wing" news media, activists such as me and my friends and other gadflies, **here are some very professional analyses, evaluations and criticisms from teachers and professors, still desperately trying to remain PROFESSIONAL EDUCATORS and do the best they can for the children under increasingly insane working and bureaucratic conditions.**

**The articles come from the professional journal "Educational Leadership."** I urge you to find the time to read them; it should take more than half an hour to read them all.

I consider this publication and these articles to be far superior to anything we have seen so far on the web. **The articles are by practicing teachers and professors, not gadflies.** Because the editorial prejudice is pro Common Core and the advertisers are all gung ho Common Core, it is amazing that the majority of the articles are critical of it, and seem to be fighting to preserve the professionalism of educators that Common Core is so obviously designed to eliminate.

The publication is available on-line to anyone who is a subscriber. I went to the local college library to log on. Copyright laws prevent me from sending out the articles themselves. I used the college library computer to e-mail the articles to myself, as they permit that for "personal use." I urge you to send a staffer to do likewise. **This is great reading if you are the least bit interested in education.**

A search for "common core" returned 76 hits, and these are the ones that caught my eye.

### CCSS math

Wilson, W. Stephen. **"In Defense Of Mathematical Foundations."** *Educational Leadership* 68.6 (2011): 70-73.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=58688615&site=ehost-live&scope=site>

### CCSS - PISA

Munson, Lynne. **"What Students Really Need To Learn."** *Educational Leadership* 68.6 (2011): 10-14.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?>

EXHIBIT DD - EDUCATION Document consists of 4 pages. Entire exhibit provided. Meeting Date: 03-26-14
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### **CCSS a history**

Rothman, Robert. "**A Common Core Of Readiness.**" *Educational Leadership* 69.7 (2012): 10-15.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=75242219&site=ehost-live&scope=site>

### **CCSS no diversity**

Brooks, Jacqueline Grennon, and Mary E. Dietz. "**The Dangers & Opportunities OF THE COMMON CORE.**" *Educational Leadership* 70.4 (2012): 64-67.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=83757088&site=ehost-live&scope=site>

### **CCSS no creativity**

Ohler, Jason. "**The Uncommon Core.**" *Educational Leadership* 70.5 (2013): 42-46.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85177950&site=ehost-live&scope=site>

### **CCSS slim chance**

Loveless, Tom. "**The Common Core Initiative: WHAT ARE THE CHANCES OF SUCCESS?.**" *Educational Leadership* 70.4 (2012): 60-63.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=83757087&site=ehost-live&scope=site>

### **CCSS (il)literacy**

Kist, William. "**New Literacies And The Common Core.**" *Educational Leadership* 70.6 (2013): 38-43.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85833629&site=ehost-live&scope=site>

### **CCSS info texts**

Frey, Nancy, and Douglas Fisher. "**Points Of Entry.**" *Educational Leadership* 71.3 (2013): 34-38.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=91736075&site=ehost-live&scope=site>

## CCSS info text(2)

Shanahan, Timothy. **"You Want Me To Read What?!"** *Educational Leadership* 71.3 (2013): 10-15.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=91736070&site=ehost-live&scope=site>

## CCSS math sci vocab

Fisher, Peter J., and Camille L. Z. Blachowicz. **"A Few Words About Math And Science."** *Educational Leadership* 71.3 (2013): 46-51.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=91736077&site=ehost-live&scope=site>

## CCSS-ESL

Silva, Janice, Paul Delleman, and Andria Phesia. **"Preparing English Language Learners For Complex Reading."** *Educational Leadership* 71.3 (2013): 52-56.

<http://ezproxy.wnc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=91736078&site=ehost-live&scope=site>

I am sure you have had your fill of the mountains of evidence about why the CCSS and the SLDS are the tools of imminent doom, and the pleas to reverse course. The bottom line is this:

### **Professional educators had no part in writing, validating or implementing CCSS.**

Nobody ever tested the standards or the methods to see or prove that they are an improvement over previous standards. What some state departments of education did, Nevada among them, is hire consultants to compare the standards and generate the reports they were paid to -- and surprise, they report CCSS is an improvement. What a surprise.

**CCSS and SLDS are being shoved down everybody's throat.** The top-down forced implementation is creating and spreading a police state atmosphere in which teachers are too scared to speak out for fear of losing their jobs and careers, and parents are afraid to speak out for fear of retaliation against their children. The rumors don't need to be based on fact for this evil fog to spread -- and reports are coming in from all over the nation.

**Teachers are being deprived of their professionalism**, by denying them the choice of the teaching method appropriate to the subject matter, the particular lesson and the particular students. CCSS forces them to take on the role of nothing more than debate moderators or hall monitors.

**The students are being taught some disturbingly wrong lessons**, such as there is no absolute truth, not in math, not in science, not in anything. A fact is whatever a group decides by consensus.

**The parents are completely taken out of the loop**, totally deprived of a chance to help their children with their homework, because everything in CCSS is to be taught in a way that is totally strange to earlier generations. They do math in a such weird way that it makes no sense even to mathematicians with advanced degrees. In English they don't teach grammar and in literature they eliminate all the classics, even the very concept of youth literature that we grew up on.

**ALL OF THESE PROBLEMS ARE DISCUSSED WITH DETACHED ACADEMIC PROPRIETY IN THE ARTICLES CITED ABOVE.**

The SLDS is the collection and mining of "data points," numbering in the hundreds -- depending on the source, 400, 533 or 817. -- that, again depending on the source, contain mostly extremely intrusive personal and individually identifiable demographic data, or mostly academic / pedagogic data, all of which are intended to follow a particular individual from cradle to grave, or at least from pre-K into the workforce. If THAT does not scare you, what will?

**A common counter argument from the pro-CCSS side is that, if we eliminate CCSS, what do we go back to? The short answer is, NOTHING. We can go FORWARD to traditional education that has prepared and propelled previous generations to great achievements. Today that curriculum is available to everyone in the form of the series of books written by E.D. Hirsch and his small army of experienced professional educators, titled "What Your ... Grader Needs To Know."**

So there you are. You have a clear choice.

You can listen to the profiteers such as Gates, Coleman and Pearson, who are rubbing their hands together with glee at the prospect of raking in millions and billions from all the states as they are converting to Common Core and have to buy "common core compliant" textbooks, teacher guides, teacher training materials, infrastructure and endless series of tests.

**Or you can listen to professional educators with past and current experience TEACHING real children in real schools, choosing the appropriate teaching materials and the teaching techniques based on their hard-earned professional judgement and experience -- and as conscientious legislators you can free them from the shackles of Common Core.**

Thank you.