

## **Kate Farrar, Teacher, Syracuse - Anti Common Core group**

My grandson has the diagnosis of Tourettes Syndrome, accompanied by ADHA, OCD, and on the Autistic Spectrum.

With accomodations, much provided by me, acting as his resource teacher because the school can't afford to give him an IEP, his grades are 80s and 90s. He made honor role. The state test placed him at level 2 in both ELA and Math and he was forced into AIS which has no place in his learning differences or how his brain processes information. It did him no good at all. Coupled with which, these scores affected his teacher evaluations extremely negatively. What is the point?

Do I prove my point with regard to the validity of State tests?

Why are we even considering placing the education of our children in the hands of publishing companies and a task force who has absolutely no knowledge of educating a child or any consideration as to how the brain receives, processes, or exports information? What happened to all the brain research conducted and proven in the 80s and 90s? Why has it been swept under the carpet to be ignored, placing students in a place of self doubt, lack of self worth, and failure?

How can teachers be expected to teach effectively when their creative powers have been taken away from them and they are expected to teach "by the book" and cover a certain amount of material or be considered ineffective? A really GOOD TEACHER teaches from the heart and students respond accordingly. You have completely ignored and destroyed this MOST important aspect of education by your ridiculous core curriculum.

Yes. Our standards need to be raised, but it's impossible to jump several levels by ramming information down students' throats, incorporating asinine methods of learning as demonstrated in math, coupled with which expecting students to learn too much too fast thus retaining very little. Again study the brain research. Point to consider, how can inner city teachers teach when they are dealing with discipline problems for which they have NO support?

How to rectify this last point? Get into the classroom yourselves and observe.. Try teaching a class for a week.

To conclude. Is there anyone on the task force who has actually been into a classroom, has any real knowledge of the learning process, or, for that matter, really cares about the detriment to our student body in NYS?

PPoints to ponder? I sincerely hope so.