

Good afternoon, I appreciate the opportunity to speak to the task force and to be here with my fellow Western New Yorkers on behalf of children.

My name is Mike Panessa. I'm a father of two school age children. We live in the Churchville Chili School District.

I am here today to speak about and challenge the assertion that common core standards are higher standards, in particular the English Standards. From my own experience and research as well as conversations with thousands of other parents across the state, I can find zero evidence that this claim is true.

I would argue that the opposite is true. Foundational skills and knowledge such as grammar, spelling, handwriting, fictional reading and creative writing have been pushed aside . It is self evident that this is detrimental to all children.

Some of this is attributable to the actual framework of CCSS itself with it's significant shift to non-fiction reading and evidence based writing. Some of this is a result of the amount of time being devoted towards this shift which in turn has diminished the time available to devote to foundational skills.

I've been following the feedback on the standards survey at NYSED. Thus far 35% of the standards have been found to be problematic, in need of repair or deletion. This affirms my anecdotal experiences as well as the research based scholarly reviews of CCSS upon it's initial release and in subsequent scholarly reviews.

The term higher standards and common core are surrounded by emotionally charged buzzwords like rigor, challenging, college and career ready and 21st century jobs, etc, but the one thing they are not surrounded by is facts, evidences, research or even acknowledgment of it's failure upon children in real time in the field.

My questions for the task force are:

1. with a 35% malfunction rate how can these standards be considered high standards and if they are, then exactly what standard is being used to define that term?
2. I'm sure you'd agree that a 35% malfunction rate in airbags would hurt a lot of people. What has a 35% malfunction rate done to children and their learning experience?
3. My last remark, is my simple this, I fully realize I am participating in kubuki political theater, I know we taxpayers and parents are being played for fools, we know that the emperor has no clothes. I am here to make our soul demand known in regards to common core and all of it's tentacles, Do not fix it, end it.

Michael Panessa ph# 329-2431
2344 Westside Dr.
Rochester, NY 14624
mpanessa@rochester.rr.com