



# Common Core Task Force

## Public Meeting 1

October 29, 2015 • Westchester



**PRESENTER 1**

**Dr. Linda Sturges**

**Professor of Mathematics &  
Mathematics and Computer  
Science Curriculum Supervisor,  
SUNY Maritime College**

# Public Session Common Core

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College of New Rochelle  
October 29, 2015

Linda Sturges PhD

# Mathematics Data

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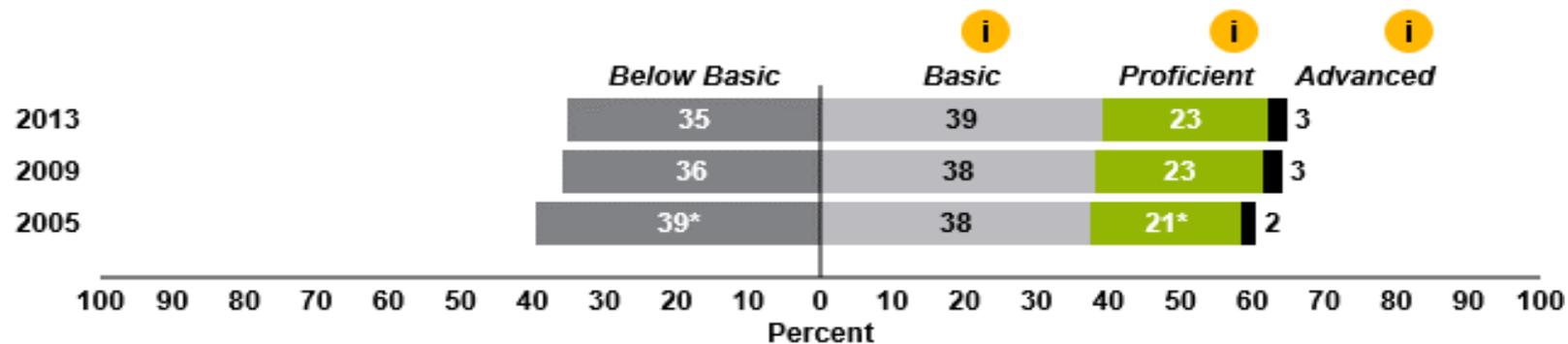
- National Assessment of Educational Performance (NAEP)
- The Mathematics Success Project (co-sponsored by the National Association of System Heads and the Education Trust) whose primary goal is to increase student success in entry level/high volume undergraduate gateway mathematics courses.

# NAEP National Assessment of Educational Performance

**Advanced:** demonstrate in-depth knowledge of the mathematical concepts and procedures represented in the framework.

**Proficient:** select strategies to solve problems and integrate concepts and procedures.

**Basic:** solve mathematical problems that require the direct application of concepts and procedures in familiar situations.



# Success Project 2007 - 2015

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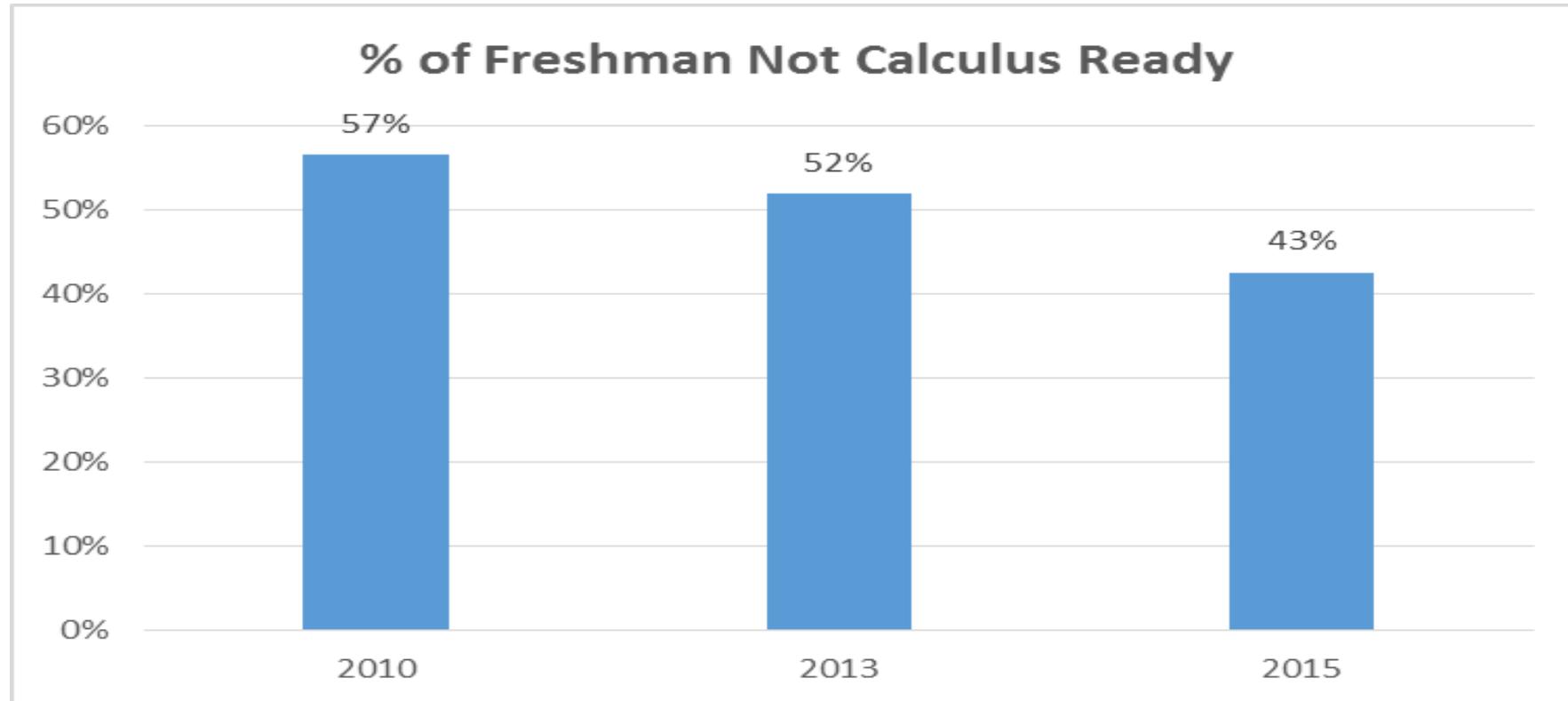
- Initial report: At CUNY, approximately  $\frac{1}{3}$  of total university enrollment in mathematics gateway courses during the Fall 2004 term was at the elementary algebra course level.

# Maritime College

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- It is the largest and oldest of the six state maritime academies in the U.S.; the SMAs produce ~ 22% of all the licensed merchant mariner officers.
- Smallest college in SUNY and fifth largest producer of engineers (BS, BE, B-TECH) in SUNY.

# Freshman Math

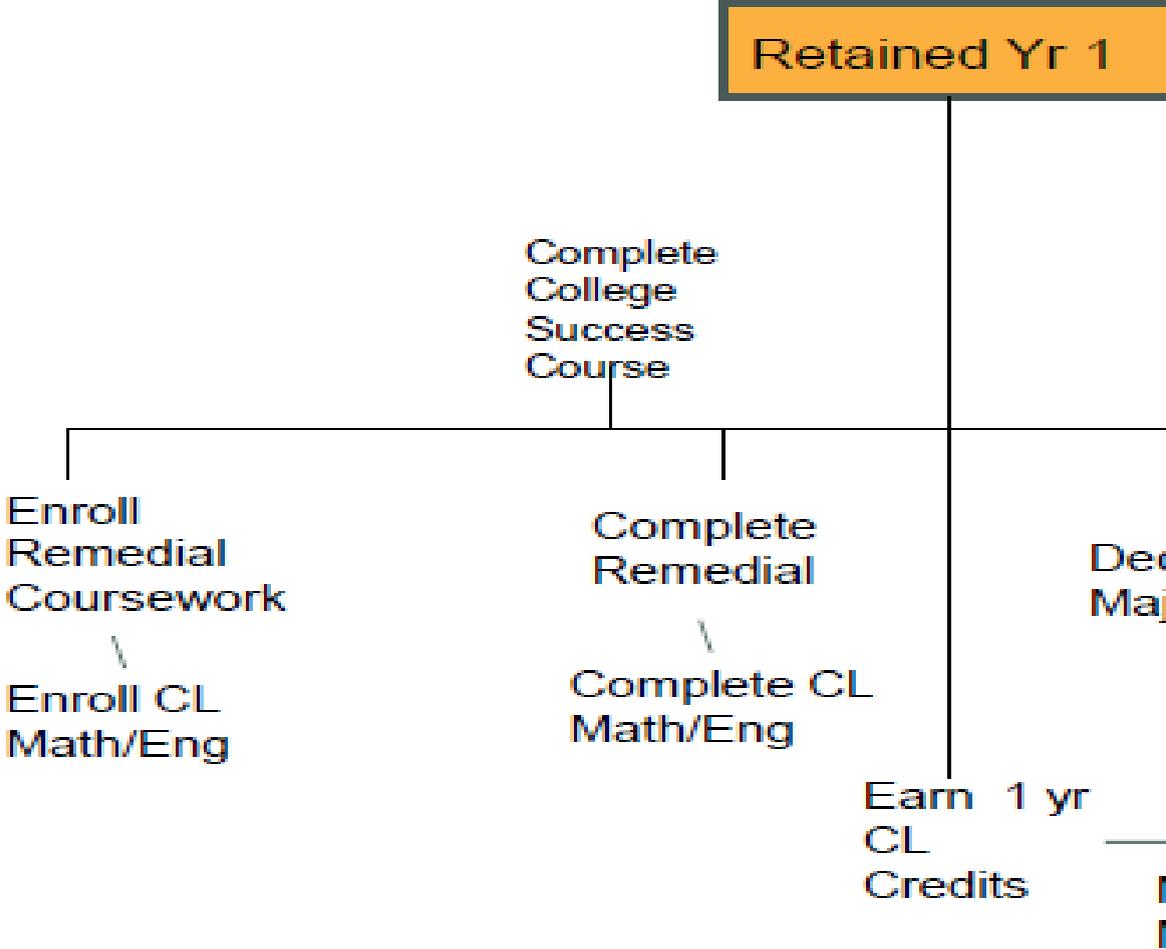


# Impact

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- The Education Trust → Access to Success: Leading Indicators of College Success (December 2010)
- Milestones to degree completion
  - Year 1 milestones

# Year 1 Markers



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- Data we see over the past few years reflect
    - No Child Left Behind
    - Changes to NY mathematics regents sequence
  - Work is needed to enable our students to enter college ready for their first college level course.



**PRESENTER 2**

# **Judith Kelly**

**English Teacher, Sleepy Hollow High School; English Department Chair, Sleepy Hollow High School & Middle School; President, Local Teachers Union**

# Implementing the 6-12 ELA Common Core Standards

Judith Kelly

Sleepy Hollow Middle and High School

# Initial Steps

- High quality professional development in the Fall of 2010 at Putnam-Northern Westchester BOCES.
- Early exposure to the new literacy standards and opportunities for extensive curriculum development.
- Comprehensive examination of middle school and high school core curriculum and instructional delivery models.
- Close analysis of text complexity and lexile range changes to prepare for full transition to Common Core

# Essential Resources

- Text and task exemplars by grade level bands from Appendix B
- Model Thematic Unit Plans ([www.commoncore.org](http://www.commoncore.org))
- Modules and other documents from EngageNY
- Specific questions aligned to selected Core standards from June 2011 Comprehensive English Regents
- ELA/Literacy Rubric and New York State Assessment Transition Plan

# Transition Plan and Literacy Rubric

- Provided a concrete timeline of the rollout of new assessments so that teachers could build capacity and develop curriculum at a reasonable pace
- Five major shifts: Alignment to CCSS, Building Disciplinary Knowledge Through Literary/Informational Texts, Staircase of Complexity, Text-Based Evidence, Academic Vocabulary

# Focused Action

- Preparing Curriculum Maps and Unit Plans by grade level adhering to established template with the following components:
  - Thematic topic/Essential Question(s)
  - Unit Overview
  - Focus Standards
  - Student Objectives
  - Literary and Informational Texts
  - Sample Activities, Parallel Tasks, Assessments and Task-Specific Rubrics
  - Terminology

# Focused Action (continued)

- Transitioning from the broad unit planning phase to the specifics of composing daily lessons that incorporate these components:
  - Clear objectives (content and skill development)
  - Selected focus standards
  - Essential questions
  - Motivation
  - Lesson development
  - Embedded differentiation/technological applications where appropriate
  - Closure

8 <sup>th</sup> Grade	Pre-Unit: Establishing Expectations & Setting up Notebooks (September)	Unit 1: Understanding Perspectives Japanese-American Relations in WWII (October - November)	Unit 2: The Challenge of Heroism (December - January)
Guiding Questions	How does a reader connect to a text? What techniques do authors use to keep readers interested? How does literature relate to our lives? What is the purpose of literature? What methods do authors use to generate emotional responses?	How does war and /or conflict affect individuals and society? How do historians/readers reconcile multiple accounts of the same event? How can narrative be used to communicate real events?	What defines a hero? How do images and word choice enhance or create meaning? What constitutes a perfect society? How can an individual shape his/her society?
Texts	<i>The Age of Miracles</i> (excerpt), by K.T. Walker “popularity”, “the fight”, “going steady”, “first french kiss” by Adam Bagdasarian “The Landlady”, “Man from the South”, and “Lamb to the Slaughter” by Roald Dahl, Selected short stories by E.A. Poe <b>Honors:</b> Selected stories by Nathaniel Hawthorne, Stephen King, and Joyce Carol Oates	<i>Unbroken</i> , Laura Hillenbrand “The Life of Miné Okubo”, Expeditionary Learning “Riverside’s Miné Okubo”, Expeditionary Learning, Multiple primary sources of various mediums: Japanese-American Internment during World War II	<i>The Giver</i> , Lois Lowry <i>I Am Malala</i> (excerpts), Milala Yousafzai <b>Honors:</b> <i>Fahrenheit 451</i> , Ray Bradbury
Academic Vocabulary	metacognition, citation, evidence, claim, tone, tension, suspense, unreliable narrator, dynamic and static character, synesthesia	Global interdependence, escalation, figurative and connotative meaning, dichotomy, allusion, evaluate, task-oriented writing	claim, evidence, commentary, imagery, archetype, utopia/dystopia,
Embedded Assessments	Baseline writing piece EA 1: “He/She Remembers” inspired by Paul Auster EA 2: “My Name” composition, inspired by Sandra Cisneros <b>Honors:</b> The Nature of Fear Essay	EA 1: Analyzing narrative techniques EA 2: Informational essay and commentary EA 3: Analytical essay of language techniques EA 4: Single draft narrative writing EA 5: Socratic Seminar	EA 1: Character study EA 2: Critical lens essay EA 3: Argumentative Essay - What are the greatest problems facing humanity today? How can one person make a difference?
Unit Goals	1) set up reader’s and writer’s notebooks 2) understand reading strategies to use: rereading, marking text, making connections and comments, asking questions, pulling quotes 3) analyze the impact of specific word choices on	1) engage in meaningful discussion of historical and contemporary issues of local and global significance 2) employ effective communication skills in small and large group settings 3) determine a central idea of a text and analyze its	1) recognize how authors use characterization to develop the protagonist 2) use evidence from literary texts to support analysis 3) analyze how specific dialogue or incidents in

8 <sup>th</sup> Grade	Unit 3: The Comedy of Control A Midsummer Night's Dream ~ (February - March)	Unit 4: Facing Challenges Reading Closely & Writing to Learn (March - April)	Unit 5: Social Justice (May - June)
<b>Guiding Questions</b>	Why do Shakespeare's works hold a universal appeal? What motivates people to try to control each other's actions? Is it possible to control each other's actions?	What is the relationship between challenges, multiple intelligences, and strategies? How can a writer achieve coherence in writing? How does writing style reflect the attitudes, prejudices, and personality of the narrator?	How does an individual stand up for what is right in the face of opposition? How is the fight for justice instrumental to society and its existence? How do our biases affect our judgment?
<b>Texts</b>	<i>A Midsummer Night's Dream</i> , William Shakespeare "Pyramus and Thisbe", Thomas Bulfinch "The Shakespeare Shakedown", Simon Schama "Shakespeare's Universal Appeal", Jonathan Bate	<i>Flowers for Algernon</i> by Daniel Keyes <i>The Truman Show</i> (dir.: Peter Weir) Plato's Allegory of the Cave – Youtube.com	<i>12 Angry Men</i> , Reginald Rose <i>Warriors Don't Cry</i> , Melba Pattillo Beals Selected articles
<b>Academic Vocabulary</b>	universality, dramatic conventions, authenticity, counter claims, adaptation, irony, comedy, relevancy vs. irrelevancy, oxymoron, prose vs. poetry, iambic pentameter, sonnet	reflection, multiple intelligences, subconscious, coherence, bioethics, genetic engineering	format, staging, bias, prejudice, justice, judgment, opposition, stage direction, evidence, claim, commentary, courtroom procedure, abstain, acquit, premeditate, testimony, reasonable doubt
<b>Embedded Assessments</b>	EA 1: Text to Film comparison essay EA 2: Analyze an author's craft essay EA 3: Argument essay – Should parents have a say in their child's relationships? EA 4: Group performance s of "Pyramus and Thisbe" <b>Honors:</b> Iambic Pentameter Challenge	EA 1: Essay reflection and construction, EA 2: Revision and drafting <b>EA 3: Argumentative Essay - The Ethics of Bioengineering</b> <b>Honors: Critical Essay – Charlie Gordon, Truman Burbank, and Plato's Cave</b>	EA 1: Reflective writing piece EA 2: Debate EA 3: Socratic Seminar <b>Honors:</b> Mock Trial
<b>Unit Goals</b>	1) objectively summarize a literary text 2) analyze the extent to which a filmed production follows the text or script of the same literary text 3) analyze the connections between modern	1) analyze characters and their situations to better understand the themes of the novel. 2) demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal	1) take a position and defend it, while considering the validity of opposing viewpoints 2) compare and contrast the structure of two

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# Model 9<sup>th</sup> Grade Unit Plan

English 9R

Unit Plan for *Things Fall Apart* by Chinua Achebe

## **Overview**

In this six week unit, students will read the historical fiction novel *Things Fall Apart* by Chinua Achebe. Students will recognize the importance of this novel in terms of being the first of its kind to reflect the colonization of Africa, specifically Nigeria, from another perspective. Students have the opportunity to gain historically accurate information about the results of the Scramble for Africa that took place during the nineteenth century.

## **Focus Standards (10 in total)**

RL.9.2, RL.9.5, RL.9.6, RI.9.1, RI.9.6, W.9.1, W.9.7, L.9.1, L.9.2, L.9.5

# Model 9<sup>th</sup> Grade Unit Plan

## Student Objectives

- Read a variety of literature and informational texts that reveal another perspective on the Colonial Period of Africa
- Synthesize the novel and other prominent poems, specifically *The Second Coming*, to determine common themes and to recognize allusion as an effective literary device
- Write an objective, formal summary of the novel *Things Fall Apart*
- Write a well-developed, informed personal response to the novel after reading it
- Argue whether the central character is a hero, villain, or an everyman
- Create a visual or written representation of the novel using strong text-based details and references
- Write a three-page research paper on one of the following topics: **British Colonialism in Africa, The Evolution of African Literature, or African Fables and Stories as Reflections of Values and Culture**
- Participate in group discussions
- Acquire new vocabulary words, both domain-specific to this unit and grade-level words
- Demonstrate understanding of the novel through daily formative assessments (i.e. daily reading quizzes, vocabulary quizzes from words in context, class discussions, group activities, graphic organizers, various Smartboard lessons, and two unit tests.)

# Model 9<sup>th</sup> Grade Unit Plan

## Literary and Informational Texts

- *Things Fall Apart* Chinua Achebe
- *The Second Coming* (poem by William Butler Yeats)
- *If We Must Die* (poem written in sonnet form by Claude McKay)
- *Out of Africa* (*New York Times* Interview with author Chinua Achebe January 2010)
- *Nigeria's Promise, Africa's Hope* (*New York Times* article by Chinua Achebe January 20, 2011)
- *An Image of Africa* (Achebe lecture delivered at University of Massachusetts February 1974)
- *Heart of Darkness* (novel by Joseph Conrad)
- *White Man's Burden* (poem by Rudyard Kipling)
- *The Art of Listening* (*New York Times* Op-Ed article by Henning Mankell, December 10, 2011)
- Additional readings for research component of culminating project

# Model Lesson Plan

**Unit of Study:** *Things Fall Apart* by Chinua Achebe (World Literature)

**Core Standards Addressed:** Reading Standards for Literature and Informational Text grades 9-10

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
- Read and comprehend literary and non-fiction texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Objectives:**

Students will be able to:

1. Demonstrate an awareness of the events that have unfolded so far in the novel we are reading as a class.
2. Cite and **discuss text-based details** that illuminate students' understanding of the novel's main characters, setting, and aspects of Igbo culture.
3. Read a variety of **related non-fiction and literary texts** to build essential background knowledge about African values in general.
4. Participate in group discussions that require students to use **evidence from the novel** as well as supplementary texts to **generate thoughtful, productive academic conversations**.

# Model Lesson Plan (continued)

- **(Anticipatory Set) DO NOW:** Students will receive returned and edited thematic essays on our last unit of study, *Romeo and Juliet*, which they will further edit for higher scores. One student in the class, Courtney Scott, produced a **nearly flawless, honors-level** essay following the model and strategy of P.A.L. (**Proof, Analysis, Link**) that I had previously taught and modeled. I will project this model visually to the class so that they have further modeling before they go back to make their own revisions. (10 minutes)
- First, students will receive two corrected quizzes on chapters 5-8 of *Things Fall Apart*. I will review the answers to these questions with the entire class as they make corrections and add **text-based details** where needed. This will provide an opportunity to see which students are struggling with the complex nature of this book. Students were assigned to read chapters 9+10 for homework, so they will take their daily quiz on those chapters as well. (30 minutes)
- To transition students to the next phase of the lesson, I will project a Smartboard notebook file that highlights some of the most important aspects of the book we have read about so far. Part of this file requires students to “fill in the blanks” to check for understanding and **build comprehension about the very complex and detailed culture**, beliefs, and practices of the Igbo tribe we are reading about. In addition, there are clear visuals and images that will help students to better understand what it is they are actually reading about. (5 minutes)
- Next, I will direct students to form groups of four. Each group will travel to four stations that have folders which contain an **African folktale, a piece of literary criticism about the novel, a *New York Times* interview with the author Chinua Achebe, and an editorial piece from the *New York Times* entitled “The Art of Listening.”** Clear and explicit directions for each group are pasted inside the folders, and each group must complete the required activity, record their responses on large chart paper, then move to the next station. As students work, I will circulate to each group and provide assistance, redirection, and further questioning. (40 minutes)

# Model Lesson Plan (continued)

## Closure: (5 minutes)

- To summarize the highlights lesson, I will ask students to provide details about what new information they now know about African values that are reflected in the folktale, why the novel is such an important contribution to world literature, details about the life of the author through the interview, and lastly, how Africans are very different from Westerners in terms of the value they place on listening as opposed to speaking.
- **Homework:** Read chapters 11+12 and be ready for a quiz for next class.

# Conditions for Enduring Success

- Sustained Time (throughout the year, professional development days, summer curriculum development)
- Administrative Support
- Access to High-Quality Resources
- Instructional Leadership
- Collegial Culture that Promotes Teamwork/Interdisciplinary Studies
- Acceptance/Understanding that there will be challenges to address



**PRESENTER 3**

**Jamaal Bowman**

**Principal, Cornerstone Academy  
for Social Action**



EST. 2009

Cornerstone Academy

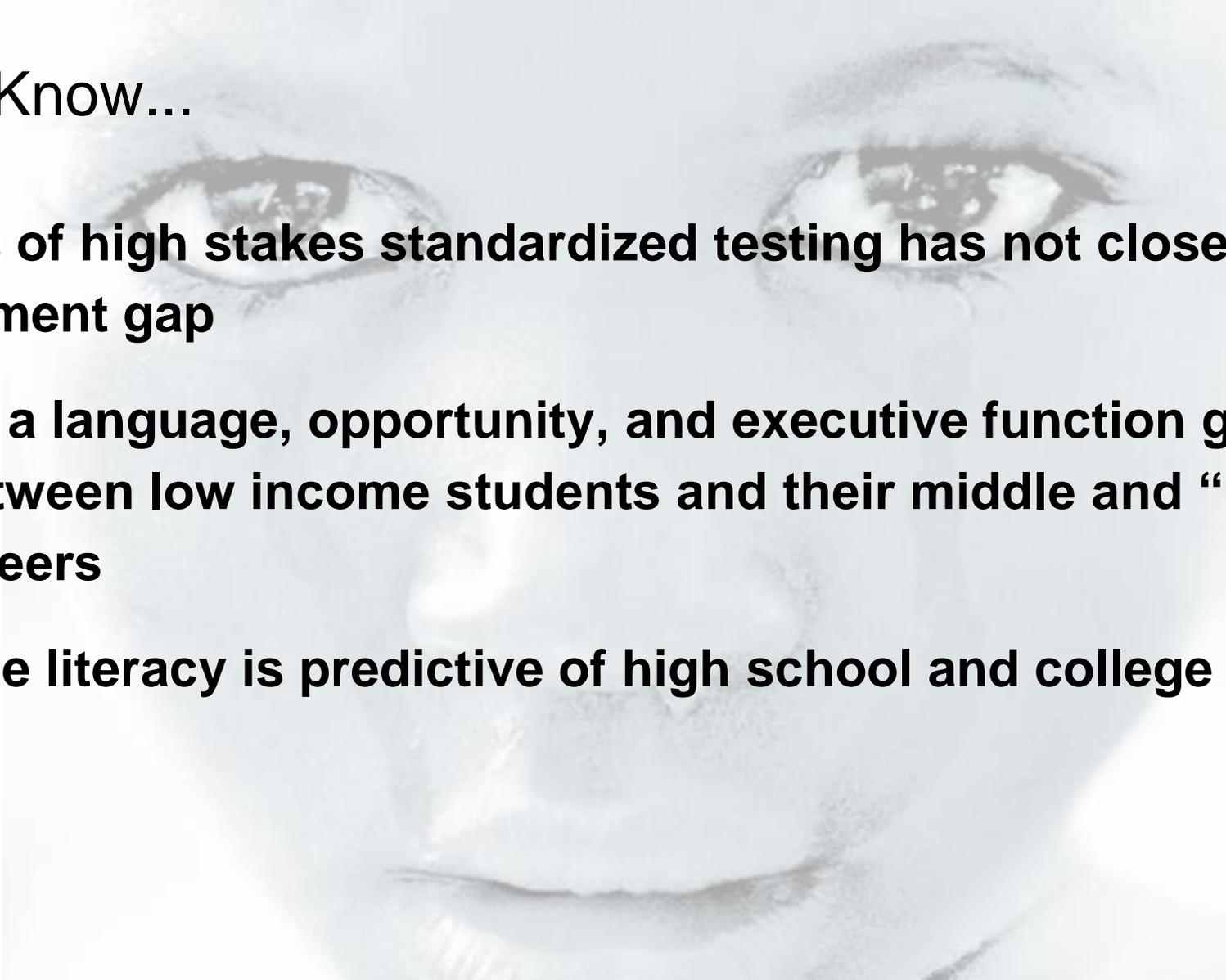
M.S.

Maya



## What We Know...

- **15 years of high stakes standardized testing has not closed the achievement gap**
- **There is a language, opportunity, and executive function gap that exist between low income students and their middle and “upper class” peers**
- **3rd grade literacy is predictive of high school and college graduation rates**



# What I propose...

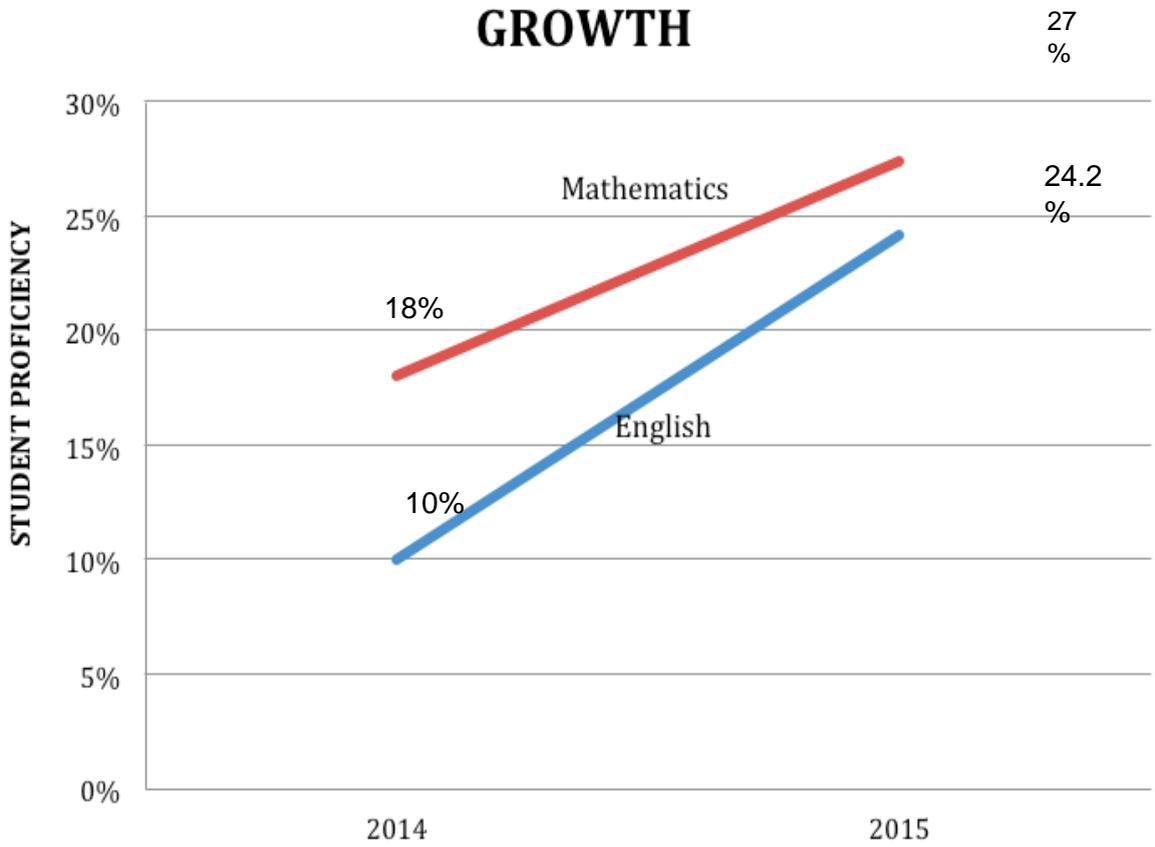
- **Remove teacher evaluations aligned to state assessments immediately**
- **Administer state assessments created by teachers in 4<sup>th</sup> and 7<sup>th</sup> grade so the state can continue to identify struggling schools and districts and provide effective supports**
- **Begin a statewide focus and conversation around authentic curriculum, instruction, and formative assessment**
- **Implement birth – age 8 programs in our highest need districts**



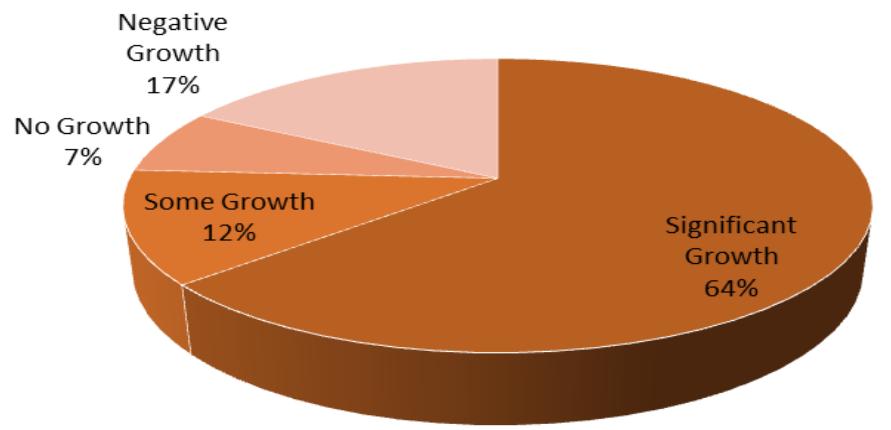
# CASA MIDDLE SCHOOL



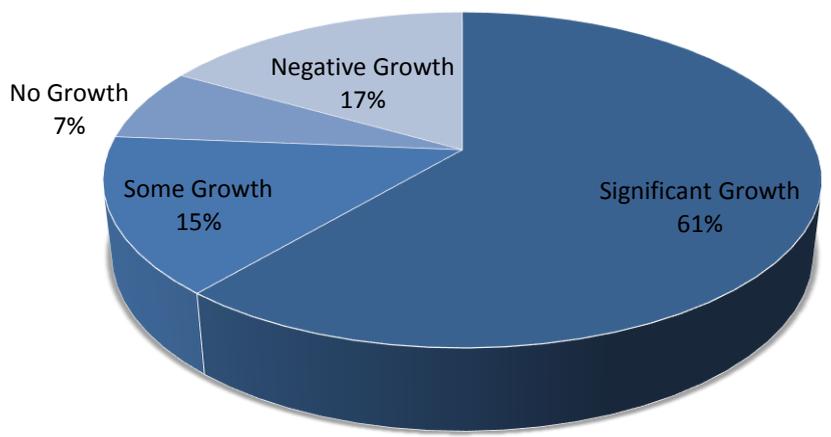
## CASA MIDDLE SCHOOL NYS EXAM GROWTH



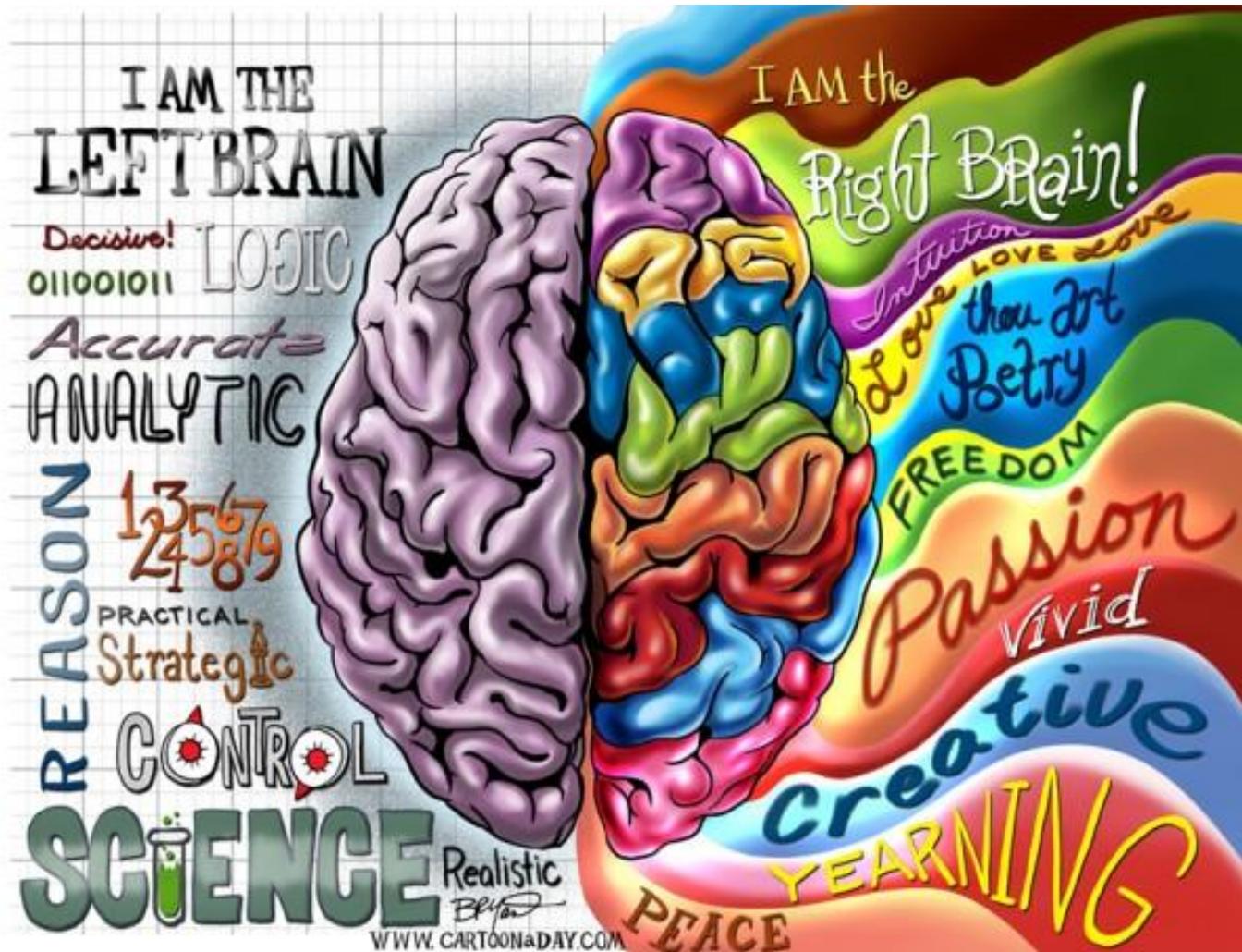
## i-Ready Reading: Percentage of Students with Growth



## i-Ready Math: Percentage of Students with Growth



# Assessments Must Measure the Whole Child



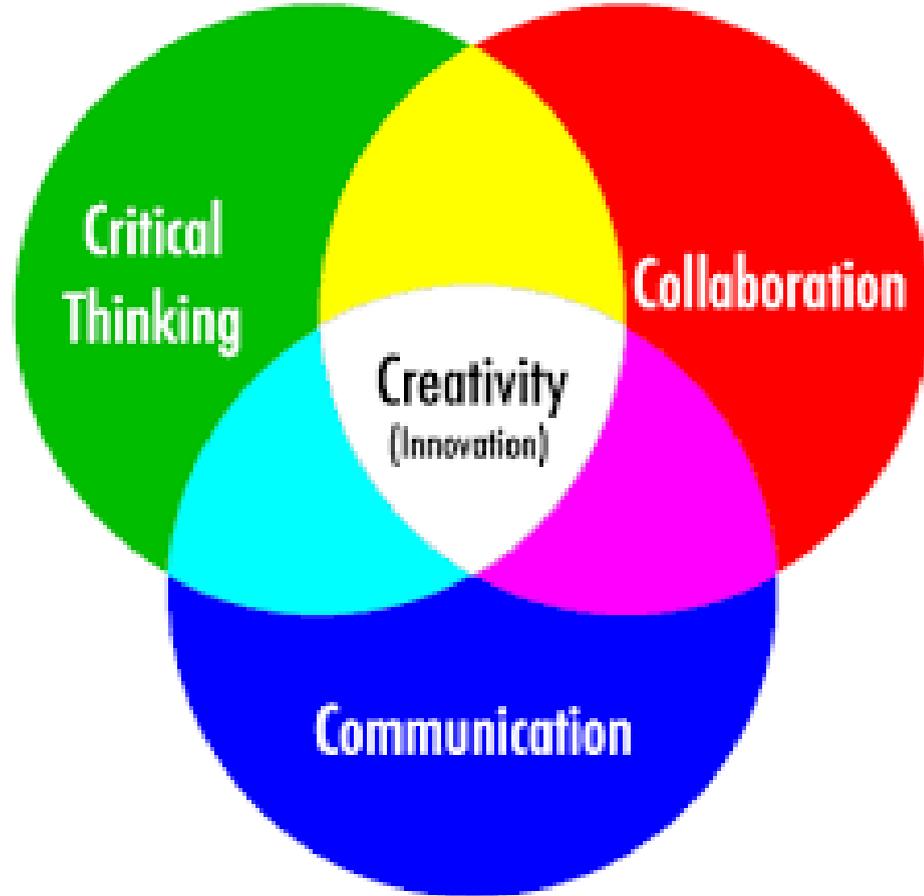
# Partnership for 21st Century Learning

- Creativity
- Collaboration
- Communication
- Critical Thinking

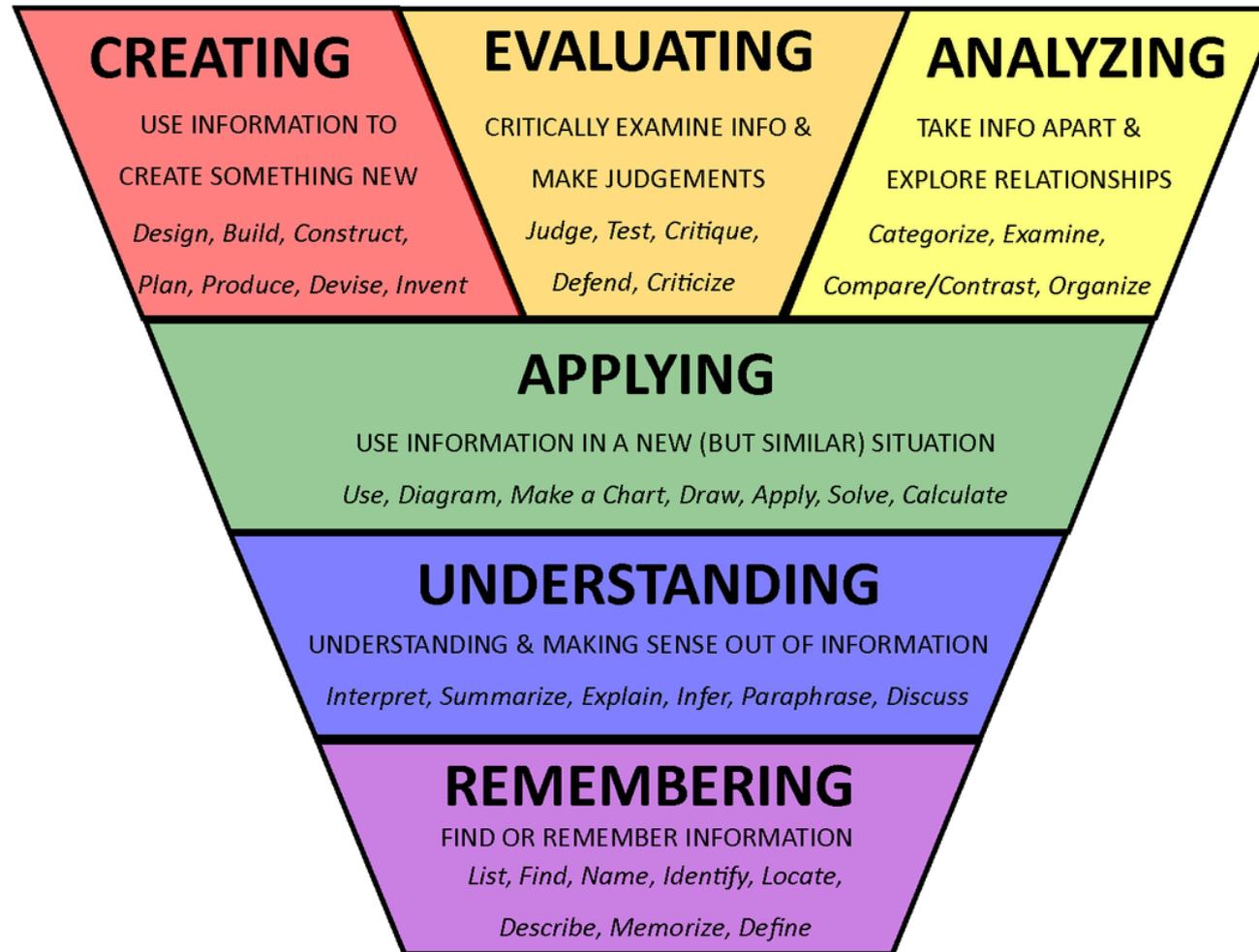
*Adaptability*

*Initiative*

*Metacognition*

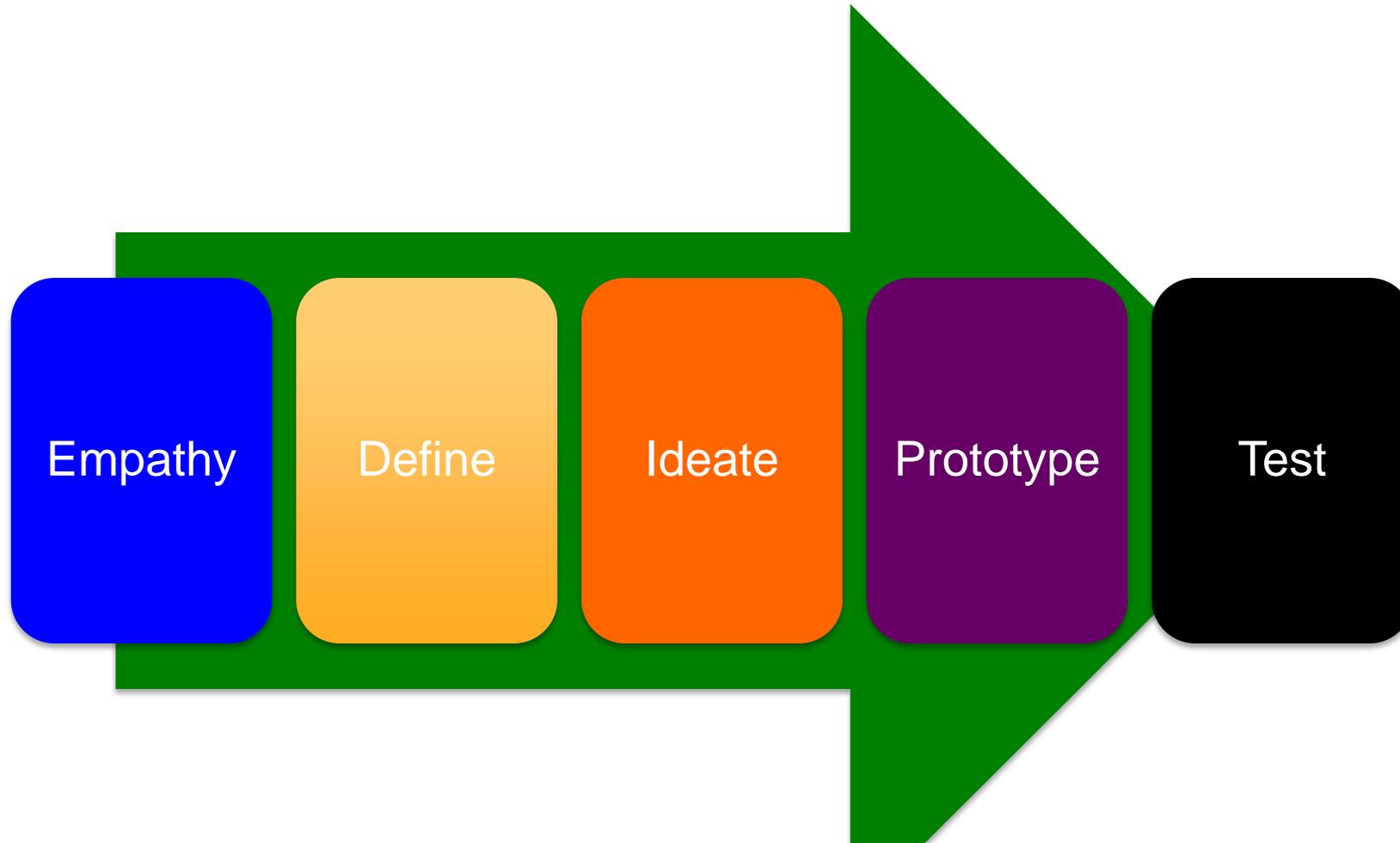


# Benjamin Bloom's Taxonomy 1952



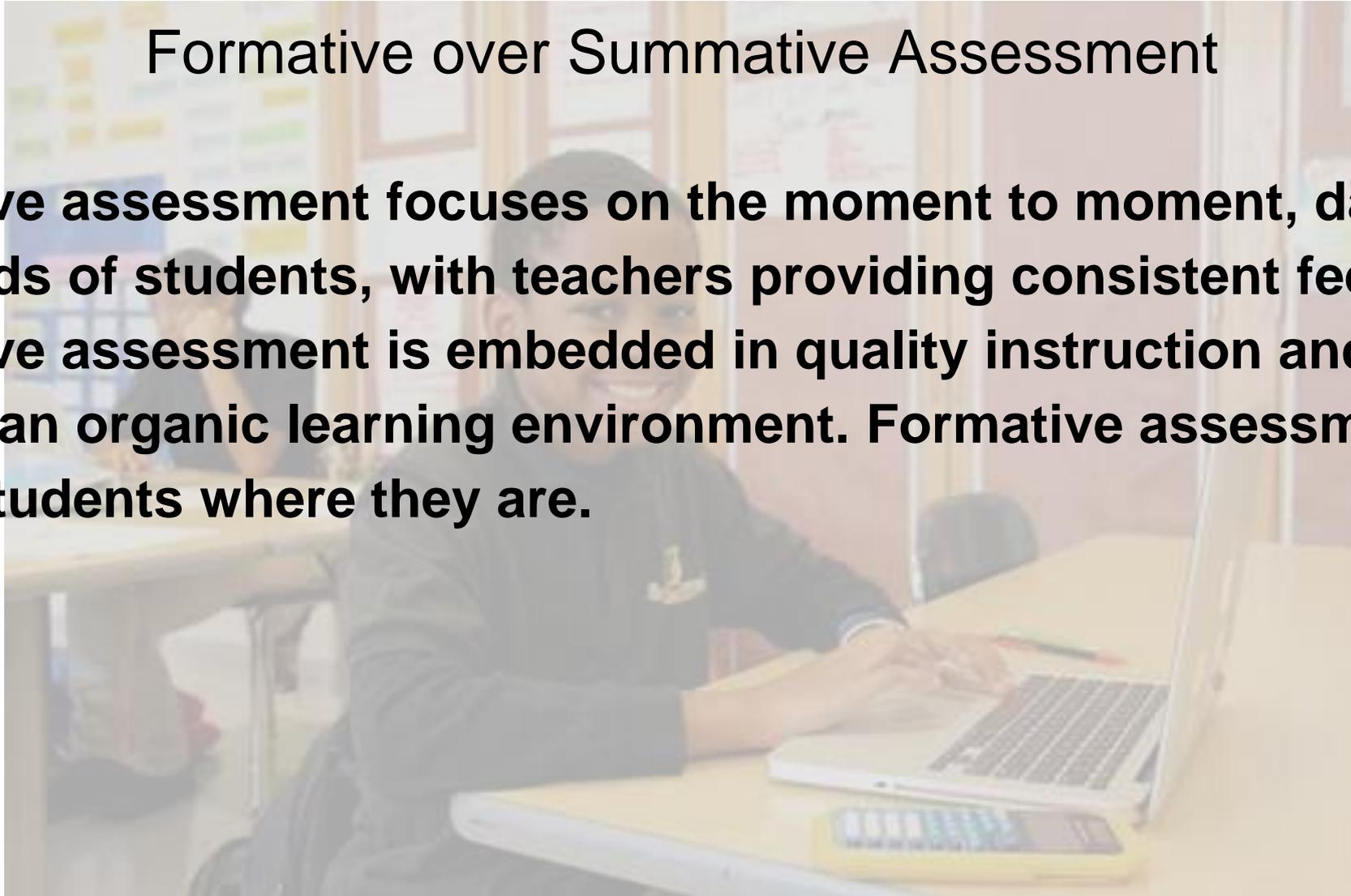
How do we meet the individual needs of students while also preparing them for a 21<sup>st</sup> century economy?

Answer: Design Thinking!



## Formative over Summative Assessment

**Formative assessment focuses on the moment to moment, day to day needs of students, with teachers providing consistent feedback. Formative assessment is embedded in quality instruction and is a pillar of an organic learning environment. Formative assessment meets students where they are.**



## Dr. Louisa Moates

**“I never imagined when we were drafting standards in 2010 that major financial support would be funneled immediately into the development of standards-related tests.”**

**“Realistically, at least half, if not the majority, of students are not going to meet those standards as written**

**“Our lofty standards are appropriate for the most academically able, but what are we going to do for the huge numbers of kids that are going to “fail” the PARCC (Partnership for Assessment of Readiness for College and Careers) test? We need to create a wide range of educational choices and pathways to high school graduation, employment, and citizenship. The Europeans got this right a long time ago.”**

## Dr Moates Continues...

**“If I could take all the money going to the testing companies and reinvest it, I’d focus on the teaching profession – recruitment, pay, work conditions, rigorous and on-going training.”**

**“Novice readers (typically through grade 3) need a stronger emphasis on the foundational skills of reading, language, and writing than on the “higher level” academic activities that depend on those foundations, until they are fluent readers.”**

**“I’m beginning to get messages from very frustrated educators who threw out what was working in favor of a new “CCSS aligned” program, and now find that they don’t have the tools to teach kids how to read and write. Teachers are told to use “grade level” texts, for example; if half the kids are below grade level by definition, what does the teacher do? She has to decide whether to teach “the standard” or teach the kids.”**

Maya





**PRESENTER 4**

**Lisa Rudley**

**Westchester County Parent, Co-  
Founder and Executive Director of  
New York State Allies for Public  
Education**

# Regaining Parent Trust

Lisa Rudley

Parent of 3 children, Ossining Public Schools

Founding Member of New York State Allies For Public Education

Parent Advocate for Children

with Autism and Developmental Challenges

# Common Core - How did we get here?

- July, 2010: Gov Patterson & Regents Adopt Common Core:
  - Just 47 days after Common Core release & with no public comment period in New York
  - With acknowledgement only additional standards could be added to the copyrighted Common Core, up to 15%
  - Part of rushed RaceToTheTop Fed Grant Application
    - NYS awarded 700M over 3 years
    - Cost to implement requirements for schools districts 3x amount of award (conservative estimate, many higher)

# What do parents and educators say are the problems with the standards?

- For a national education standard, Common Core developed in most undemocratic way possible and without critical stakeholders
  - Only 24 of 29 members of the Common Core Validation Committee signed off on the standards (only 83% - statistically significant)
  - Insufficient numbers of experienced practitioners and education researchers in each subject area.
  - No evidence of external review by a larger group of nationally respected researchers and education policy analysts
  - Only three members with extensive standards writing experience
  - No early childhood educators on the committee
  - English Working Group had no English Professors or HS Teachers
  - ELA standards expert (Refused to sign-off)
  - Only one Mathematics Doctorate (Refused to sign off)
  - Dissent of 5 committee members who refused to sign off never included in the record
- National Governors Association only collected nationwide Public Comment for a mere 30 days (Sep 21-Oct 21, 2009)
  - 1000 respondents and the comments and responses were never published

# What do parents and educators say are the problems with the standards?

- Parents of New York have asked former Commissioner John King for the research and evidence behind the Common Core
  - It has never been provided
  - When asked to produce in Saratoga by Oregon professor Yong Zhao in 2012, John King referred to a presentation from Michigan Professor Bill Schmidt
  - Schmidt presentation included no supporting data and was acknowledged as inconclusive
- Common Core is widely acknowledged to be developmentally inappropriate for early grades  
Standards must align to cognitive, social, emotional and physical development
- One Standard for College & Career Readiness Narrows Curriculum to one-size-fits-all curriculum
  - Emphasis is on a minimal definition of College Readiness
    - Jason Zimba - math standards writer testimony
    - Substantial reduction of Literature by English standards writer lead David Coleman Despite lead ELA writer, Coleman admitted his literacy qualifications are very weak

# What do parents and educators say are the problems with the standards?

- Despite Marketing Common Core as State-Led effort, clearly the work of two Washington Lobbyist Organizations
  - National Governors & Chief State School Officers Association
- Common Core drives curriculum built on testing that has resulted in massive expansion of standardized testing
  - Recent Study, Council of the Great City Schools
- Other Legs of the Common Core Reforms -Teacher Evaluation & Data Sharing without consent have politicized classrooms

# The Charges: How Committee Can Help Regain the Trust of Parent Critics

## 1. Review & Reform the Standards

Ask hard questions:

- How was Common Core validated & by whom?
- Was there a documented research process and what research based evidence exists?
- Were standards tested to determine accessibility for special student groups (Students with Disabilities or New to English?)

What Parent Critics Want:

- Do a thorough job, completion by January is not possible and doomed to fail
- Rely heavily on NYS Public School Educators & Administrators
- Recommend New York Standards: Take the best of NY's "lost" standards, incorporate positive elements of Common Core

# The Charges: How Committee Can Help Regain the Trust of Parent Critics

## 2. Review NYS Curriculum Guidance & Resources

### What Parent Critics Want:

- Support Local Control of Curriculum, Place-Based Learning, Highly Engaging Inquiry & Project-Based Learning
- Need to remove dittos from Pre-K through grade 1 curriculum and focus manipulatives and motor skills.

# The Charges: How Committee Can Help Regain the Trust of Parent Critics

## 3. Develop process to ensure tests fit curricula & standards

### What Parent Critics Want:

- Public Release of all Reports of the Common Core Validation Committee, meeting minutes, and back-up validation materials
- Ensure an empirical analysis of the learning standards is done to determine the appropriateness of their cognitive complexity and relationship to each assessment item (Webb's Depth of Knowledge Alignment Tool)
- Analyze grade level standards for developmental alignment measured by the Epstein/Piaget Child Growth & Development Chart
- Independent analysis of examinations for Students With Disabilities and English Language Learners

# The Charges: How Committee Can Help Regain the Trust of Parent Critics

## 4. Examine impact of current moratorium on test scores in student records

### What Parent Critics Call For:

- Decouple student test scores from teacher evaluations
- Form a committee of education practitioners to incorporate experience and develop a meaningful research based evaluation process.
- Provide multiple graduation diploma options for all students especially Students with Disabilities and English Learners
- NYS 3012-d is an irreparably flawed law and should be rescinded immediately.

# The Charges: How Committee Can Help Regain the Trust of Parent Critics

## 5. Examine how State & Districts can reduce quantity & duration of tests

### What Parent Critics Call For:

- Seek testimony from experts at NAEP – National Assessment of Educational Progress and potential use of sampling data to maintain accountability but reduce testing
- Incorporate Portfolio and Project-Based learning related assessment to provide better pathways to development of 21<sup>st</sup> Century Skills
- End double testing of English Language Learners and reexamine testing of Students with Disabilities, already violates 1% test cap (9 hours of state test cap).

# The Charges: How Committee Can Help Regain the Trust of Parent Critics

## 6. Review Quality of Tests

### What Parent Critics Call For:

- Require that tests are created by NYS Teachers, Administrators, Superintendents and experienced & qualified learning and assessment professionals
- Require experts from rigorous research based organizations such as the American Educational Research Association & American Statistical Association. These non-partisan organizations have been examining the reforms, systemic results and consequences.

# The Parent Essentials

APPR – The politics driving current Teacher Evaluation System has poisoned it. For parents to believe in it, the Teacher Evaluation System must be rebuilt from scratch and based in research –

- By Committee of Experienced Practitioners: Master Teachers, Administrators, Superintendents, Assessment Experts
- Student test scores must be removed from the APPR. Using tests as the driving factor for Teacher Evaluations has created a test prep survival culture and is poisoning learning

Data Collection and Sharing Beyond Districts Must Require Parental Consent

- Permission slips are required for students to apply sunscreen or take a trip to the police station...parents demand consent for data collection of identifiable data of their children by EdTech vendors

Common Core Must Be Replaced By New York Standards

- Public Comment Must Be Free-Form and Public, not the structured responses required by Commissioner Maryellen Elia that state their will be no major overhaul of the Standards and Public Comment not matching her template will be discarded and not responded to
- Must leverage the great work of the “Lost” NY Standards and incorporate the best aspects of the Common Core...Money and experience will not be wasted

Private Funding and Donor-Driven Education Policy Must Come to an End

- The Privately Funded Quasi State Education Department Regents Fellows Program Must End
- Education Policy belongs to the People, not EdTech, not Testing Companies, and not their Lobbyists



**PRESENTER 5**

**Robert Horan**

**Superintendent, Schodack  
Central School District**



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## Public Meeting 1

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