



*Over 600 retired admirals and generals
strengthening national security by
ensuring kids stay in school, stay fit,
and stay out of trouble*

March 15, 2017

To Michigan Competitiveness Committee Members:

Representative Lee Chatfield, Chair
Representative Jim Lilly, Majority Vice-Chair
Representative Erica Geiss, Minority Vice-Chair
Representative Triston Cole
Representative Hank Vaupel
Representative Daire Rendon
Representative Jason Wentworth
Representative Sheldon A. Neeley
Representative Abdullah Hammoud

We are providing written testimony today in opposition to House Bill 4192. We are writing on behalf of ourselves and Mission: Readiness, an organization of more than 600 retired admirals, generals and other military leaders. Together, we focus on public policy solutions that are proven to prepare our youth to serve our nation in any way that they choose.

We oppose House Bill 4192 because it would repeal our current state standards, based on the Common Core. These standards move Michigan ahead by helping educators prepare our students for the military of today and tomorrow, and many other careers in the 21st century workforce.

There is no question that we need skilled men and women to serve our nation in the armed forces and ensure the continued strength of the United States military. **Yet approximately 71 percent of young Michiganders are unable to join the military – largely due to poor academic achievement.** This includes nearly a quarter of students who do not graduate high school on time, and more than a fifth of high school graduates who score low on the Armed Forces Qualification Test.

Having high standards, like the Common Core State Standards, is a good start for improving student outcomes. These standards need to be accompanied by aligned assessments and robust accountability. If we do not have an honest tool for measuring how our students are really performing, we cannot understand the scope of the problem or make informed efforts to address the problems.

Any quick look at national assessment data and data on Michigan's previous test demonstrates the problem. In 2009, just 30 percent of Michigan 4th grade students were proficient on the national assessment in reading. That same year, the state test data said that nearly 80 percent of Michigan 4th graders were proficient in reading. One of these tests was clearly misleading – and the national test is known as the “gold standard.” Michigan has made real progress on rigorous and aligned assessments in recent year – work that House Bill 4192 would undue.

Finally, we know that the sacrifices made by our men and women in uniform are shared by their families. These sacrifices take many forms, some obvious and others not. **On average, the children of service members attend six to nine different schools during their K-12 years.**

Mission: Readiness, Michigan State Office, Boji Tower, 124 W. Allegan, Suite 1220, Lansing, MI 48933

517.371.3565 (P), 517.371.3567 (F), www.strongnation.org

This creates very real problems for the children of service members when they move from Battle Creek or Grayling to Bethesda or Guam, and we have vastly different expectations for students across the country. The Common Core has provided a common sense solution to this very real problem.

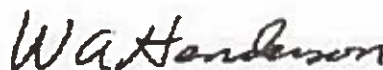
Currently, more than 40 states, Washington D.C. and four U.S. territories use the Common Core State Standards or similar standards. In addition, Department of Defense Education Activity (DoDEA) schools implement the Common Core across their 168 schools, located in 11 foreign countries, seven states and two U.S. territories. **The consistency provided in educational standards helps ease one of the many sacrifices that military families make each and every day.**

Michigan has begun to make important progress for ensuring that our young people are prepared for whatever path they choose after high school: career, college or the military. At a time when Michigan needs to keep moving forward – to make sure that more than 29 percent of Michiganders are eligible for enlisting – House Bill 4192 would take us backward. This is a mistake that we cannot afford to make as it would place our national security at risk.

Very respectfully,



Major General Thomas G. Cutler
U.S. Air Force (Retired)



Major General William A. Henderson
U.S. Air Force (Retired)



Major General Gerald A. Miller
U.S. Army (Retired)



Brigadier General Ronald Seely
U.S. Air Force (Retired)



Major General Brian T. Bishop
U.S. Air Force (Retired)



The Education Trust–Midwest

Chairman Chatfield and members of the House Committee on Michigan Competitiveness:

Several years ago, Michigan began to see growing recognition of troubling trends in our K-12 education system. We faced growing gaps in student proficiency between us and leading education states, far too many high school graduates who are not prepared for the demands of college, career or military service and a significant skills gap.

We found ourselves in a place where our students were not being served well, where parents and community members were being misled on educational quality, and creating major problems in Michigan's future talent pipeline.

So we decided to do something about it. And we found that we were not alone in these challenges.

Like many states, Michigan reviewed existing academic expectations and found that they were not rigorous. The Michigan State Board of Education ended up adopting a set of model standards that were developed by educators and experts, from Michigan and across the country, in English language arts (ELA) and math. Since their 2010 adoption, Michigan has repeatedly flirted with changing the standards through legislation and the state budget, however, these standards have remained in place.

As with standards in all other subjects, Michigan's ELA and math standards outline learning expectations by grade and subject – effectively setting the floor for what students should know and be able to do at the end of each grade level. They do not, however, specify how students reach these standards. Decisions such as curriculum, classroom resources, lesson plans, assignments and homework is decided by the district, school or teacher.

Today, we urge you to maintain high academic standards and consistency by voting no on House Bill 4192.

High Standards for the Economy of Today and Tomorrow

We all want Michiganders to be competitive with peers across the country and around the world. By including high academic standards, we are preparing our students to do just that.

Success after high school looks does not mean the same thing for everyone. Michigan's high academic standards were developed to set a strong baseline for what students need to know and be able to do at the end of each grade and high school. When students meet or exceed this baseline, they should be well prepared for whatever comes next: a skilled trade, a 2- or 4-year

degree program, the military or something else. This makes sense, since in the next several years, over 70 percent of Michigan jobs will require post-secondary education.

This means that no matter where they live or what school they attend, Michigan students are learning what they need to know to become successful, prosperous, career- and college-ready adults. These better teaching standards ensure that Michigan most vulnerable students won't be left behind.

Moving forward, not backward

Learning and teaching to high academic standards is not easy and does not happen overnight. When we set expectations for teaching and learning, we need to provide educators and students the time and space, and provide the support, to reach these new goals.

Unfortunately, over the past few years we have repeatedly changed how we assess student learning and had several debates over learning standards. This has created an atmosphere of churn and sowed uncertainty. Our teachers and students need continuity in the classroom around standards and assessments so that they can stop focusing on where the goals will be set or how they will be assessed, and instead focus fully on learning.

Michigan students should be prepared to succeed in their local community, across our state and nation, and around the world. We will not get there if we keep looking backward and rehashing the debates of yesterday. We took a smart step by moving to high academic standards and should stay on this path.

We urge this committee not to advance House Bill 4192.

Thank you for your consideration.

My name is Karen Braun. I am a parent and an education activist with Stop Common Core in Michigan. I strongly support HB 4192.

In the first hearing on HB 4192 Paul Salah from Wayne County RESA, said, "The Common Core is much more than just standards."

What does that mean exactly?

The Common Core Standards, released and adopted in 2010, were the catalyst to a fundamental transformation in education in our state and the country. One aspect of the transformation that is relatively unknown to most people is how data relates to learning.

What makes Common Core different? The data codes associated with each standard are UNIVERSAL and used by every state that adopts them. Education blogger, Peter Green asked a very helpful question in an article published at the Huffington Post, ["Are Common Core Standards really data tags?"](#) [Green wrote,](#)

"If we all just taught to our own local standards, the data noise would be too great. The Data Overlords need us all to be standardized, to be using the same set of tags. That is also why no deviation can be allowed. Okay, we'll let you have 15 percent over and above the standards. The system can probably tolerate that much noise. But under no circumstances can you change the standards — because that would be changing the national student data tagging system, and THAT we can't tolerate.

Common Core State Standards, Next Generation Science Standards, C3 Framework for Social Studies Standards, and any future standards in other subjects are the explicit learning objectives. Each objective has a numerical code assigned to it. The competency-based educational system is based on measuring core competencies through curricula and assessments leading to digital badges and credentials to validate their learning.

Universal data badges and credentials demand a common universal standard.

In 2011, then Secretary of Education Arne Duncan gave a speech ["Digital Badges for Learning."](#) He said,

Badges can help speed the shift from credentials that simply measure seat time, to ones that more accurately measure competency. We must accelerate that transition. And, badges can help account for formal and informal learning in a variety of settings.

The connection between standards and [digital badges](#) is essential to understanding how a student progresses along the P-20 education system. ([Read more at Alliance for Education Excellence](#))

Data codes are associated with digital badges and awarded to the student upon mastery of a specific standard. These codes are NOT unique Michigan codes but common to any state that adopts the standards. This allows any digital badges and credentials to be portable and recognized across state lines and paves the way for a national education system from P-20. Common standards proponents say that standards will not determine curricula but that is NOT true. Common data codes and badges insures that curricula will be strictly aligned, taught, and tested. In his first term, [Governor Snyder said,](#)

"I want to emphasize a vision of P-20. A PRENATAL to life long learning. We have to get beyond the old models of saying there are silos for for K12, silos for community college, for higher ed, for preschool. They shouldn't be separate. They can be separate institutions. not to threaten the institutions. But shouldn't we make it a seamless system. Where a student in that system doesn't have to figure out all these tough choices but can just focus on success...and understanding it starts even at the prenatal stage and looking at is the expectant mother getting the right diet, the right primary care..."

Common core is more than just standards and an essential part of the competency based education P-20.

I welcome your questions you may have and can provide more documentation and sources for the information provided. Please see the link below:

<http://stopcommoncoreinmichigan.com/2017/03/mean-say-common-core-much-just-standards/>

Karen Braun
spunkyhomeschool@gmail.com

More on Massachusetts Education Success

Michigan has a group by the name of Business Leaders for Michigan. They are a private, non-profit executive leadership organization working to help Michigan achieve a "Top Ten" state. They publish reports and advocate for policy in support of their positions.

In 2014, they published this report:

<http://static1.1.sqspcdn.com/static/f/939177/25863162/1421437294333/BenchmarkReport2014.pdf?token=MIPZ%2B2w8ABZrA8hL5DP%2FR8ANr%2F0%3D>

Their findings are an unsolicited, evidence based endorsement of Massachusetts education practices.

On page 34, Fourth Grade Reading is reported:

"Michigan 4th graders are performing below the "TopTen" average in reading by about one percentage point. Both the Michigan average and the "Top Ten" average exceeded the "basic" level, but fall short of the "proficient" level. Michigan scores have declined since 2007 and were among the bottom half of the nation. Michigan 4th grade reading scores were outranked by all of its peer states except California".

The highest performing peer state is Massachusetts.

On page 35, 8th Grade Math, Michigan scores remain in the bottom half of the nation. Massachusetts is again the highest performing state.

On page 36-37, Career & College Ready, Michigan ranks in the bottom half of the country. Massachusetts is again the highest performing state.

On the other hand, Massachusetts ranks low in pre-school enrollments and average on pre-school funding. This reinforces other research findings that pre-school is NOT required for strong student achievement and targeted state funding for the children with the most significant needs is much more effective to improving actual outcomes for children.



Republican National Committee

RESOLUTION CONCERNING COMMON CORE EDUCATION STANDARDS

Whereas, the Common Core State Standards (CCSS) are a set of academic standards, promoted and supported by two private membership organizations, the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO), as a method for conforming American students to uniform ("one size fits all") achievement goals to make them more competitive in a global marketplace; and

Whereas, the NGA and the CCSSO, received tens of millions of dollars from private third parties to advocate for and develop the CCSS strategy, subsequently created the CCSS through a process that was not subject to any freedom of information acts or other sunshine laws, and never piloted the CCSS; and

Whereas, even though Federal Law prohibits the federalizing of curriculum, the Obama Administration accepted the CCSS plan and used 2009 Stimulus Bill money to reward the states that were most committed to the president's CCSS agenda; but, they failed to give states, their legislatures and their citizens time to evaluate the CCSS before having to commit to them; and

Whereas, the NGA and CCSSO in concert with the same corporations developing the CCSS 'assessments' have created new textbooks, digital media and other teaching materials aligned to the standards which must be purchased and adopted by local school districts in order that students may effectively compete on CCSS 'assessments;' and

Whereas, the CCSS program includes federally funded testing and the collection and sharing of massive amounts of personal student and teacher data; and

Whereas, the CCSS effectively removes educational choice and competition since all schools and all districts must use Common Core 'assessments' based on the Common Core standards to allow all students to advance in the school system and to advance to higher education pursuits; therefore be it

Resolved, the Republican National Committee, as stated in the 2012 Republican Party Platform, "do[es] not believe in a one size fits all approach to education and supports providing broad education choices to parents and children at the State and local level," (Renewing American Values to Build Healthy Families, Great Schools and Safe Neighborhoods, p.35), which is best based on a free market approach to education for students to achieve individual excellence; and be it further

Resolved, the Republican National Committee recognizes the CCSS for what it is-- an inappropriate overreach to standardize and control the education of our children so they will conform to a preconceived "normal;" and be it further

Resolved, that the Republican National Committee rejects the collection of personal student data for any non-educational purpose without the prior written consent of an adult student or a child student's parent, and that it rejects the sharing of such personal data, without the prior written consent of an adult student or a child student's parent, with any person or entity other than schools or education agencies within the state; and be it finally

Resolved, that the 2012 Republican Party Platform specifically states the need to repeal the numerous federal regulations which interfere with State and local control of public schools, (Renewing American Values to Build Healthy Families, Great Schools and Safe Neighborhoods, p. 36); and therefore, the Republican National Committee rejects this CCSS plan which creates and fits the country with a nationwide straitjacket on academic freedom and achievement.

As adopted by the Republican National Committee on April 12, 2013.



MICHIGAN REPUBLICANS

SECCHIA – WEISER REPUBLICAN CENTER
520 SEYMOUR AVENUE • LANSING, MICHIGAN 48933
(517) 487-5413 • www.migop.org

Michigan Republican State Committee Defeat National Standards for Michigan Schools

WHEREAS, the national standards-based “Common Core State Standards” initiative is the centerpiece of the Obama Administration’s agenda to centralize education decisions at the federal level; and

WHEREAS, The Federal Administration is using the same model to take over education as it used for healthcare by using national standards and boards of bureaucrats, whom the public didn’t elect and can’t fire or otherwise hold accountable; and

WHEREAS, National standards remove authority from States over what is taught in the classroom and how it is tested; and

WHEREAS, National standards undercut the principle of federalism on which our nation was founded; and

WHEREAS, There is no constitutional or statutory authority for national standards, national curricula, or national assessments and in fact the federal government is expressly prohibited from endorsing or dictating state/local decisions about curricula; and

WHEREAS, The Federal Administration is attempting to evade constitutional and statutory prohibitions to move toward a nationalized public-school system by (1) funding to date more than \$345 million for the development of national curriculum and test questions, (2) tying national standards to the Race to the Top charter schools initiative in the amount of \$4.35 billion, (3) using the Common Core State Standards Initiative (CCSSI) to pressure State Boards of Education to adopt national standards with the threat of losing Title 1 Funds if they do not, and (4) requesting Congress to include national standards as a requirement in the reauthorization of the Elementary and Secondary School Act (No Child Left Behind), (5) mandating national standards on preschool through the Race to the Top Early Learning Challenge; therefore

BE IT RESOLVED, That the Michigan Republican Party encourages the Michigan legislature and Governor Snyder to reverse all legislation that mandated Michigan public schools to align their curriculum, testing or standards with the Common Core Standards or national preschool standards; and

BE IT FURTHER RESOLVED, that the Michigan Republican Party encourages the Michigan State School Board to remove itself from any agreements or contracts or initiatives to implement Common Core Standards, national testing, national curriculum and personally identifiable data sharing with the federal government; and

BE IT FURTHER RESOLVED, that the Michigan Republican Party’s opposition to National Standards for Michigan schools be communicated to County Republican Executive Committees.

As approved by the Michigan State Republican Issues Committee, December 3, 2011

As approved by the Michigan State Committee July 21, 2012

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520 Seymour Avenue, Lansing, MI 48933 • www.migop.org

From: Nicolette Snyder nikkisnyder13@gmail.com
Subject: Second Hearing
Date: Today at 12:18 AM
To: Melanie Kurdys melaniekurdys@gmail.com

Thank you to the House Members of the Michigan Competitive Committee for a second hearing on HB 4192. I would like to extend myself as a resource to answer questions and concerns regarding this bill in an effort to encourage its success moving forward. As such, please allow me to clarify some misconceptions of the current bill.

1. I have come to understand that some feel as though there would be a significant cost to repealing Common Core and replacing standards with MA Standards, however, I want to make clear my impression of how this bill will actually be implemented. I believe those additional costs will be offset if school districts choose to implement MA Standards as a result of the composition and implementation differences in the two sets of standards via areas such as technology. I also hope that this factor will not be favored over the reality that this bill will not force local school districts to repeal/replace, but instead place power over standards at the local level and may actually choose to keep the current set of standards thereby eliminating the original concern of cost implementation of new standards.
2. This bill has two crucial components to it, one being allowing parents to opt their children out of high stakes testing, which is the one issue that binds many stakeholders together. If action is not taken in the area of high stakes testing such as in this bill, are there other colleagues working on legislation that address the impact of high stakes? If the wording of it is the problem, what verbiage would you change and how? Further, if we are concerned about educational costs, when high stakes testing is put back into the hands of local school districts and parents, the cost savings stands to amount to tens of thousands to hundreds of thousands of dollars per year depending on the district. Lastly, please do not forget that we are measuring our students on tests that are not available to teachers or parents. I need to see the tests my children are taking in order to understand what concepts are valued and how success is measured.
3. The second crucial component is data collection and this component steers the future of education. We are embarking on a path where technology is reducing how we measure the value of our childrens abilities and possible future success to a profile of collected data. We actually have universities in our own State that discourage college students from taking particular courses if the data available doesn't predict certain success. If we cannot protect our children from opting out of high stakes testing, how will we protect the parent-teacher-student dynamic in education outcomes when computerized curriculum is charged with the task of measuring success sometimes beginning in kindergarten? I believe the parents of Michigan do not want their children to be reduced to a profile of collected data they weren't directly engaged in developing as a parent. There is a great opportunity for leadership here.

Thank you again for the opportunity to share my insight as a Member of the State Board of Education

March 15, 2017

To the Competitiveness Committee of the Michigan House of Representatives,

This letter is in **opposition to House Bill 4192**. I am a science teacher and parent, and I believe that repealing the Michigan K-12 Science Standards will negatively impact classrooms and children in this state, including my own. My immediate and extended family is full of Michigan public school teachers and students. In fact, we currently or previously have worked and studied in more than a dozen Michigan school districts. Together, we are deeply committed to supporting Michigan's work to become a "premier education state" within 10 years, as I also expect you are. Very respectfully, I want you to understand that House Bill 4192 will not help us move our state and students securely into the future.

I believe that one of the best ways to support Michigan's goals for economic and educational leadership is to support high standards for all students, and our current Michigan K-12 Science Standards (MSS) are exactly this for the fields of science, technology, and engineering. As a current graduate student in science education at Michigan State University, I know experientially that there is strong consensus among science teachers and the education research communities that these standards best support the vision of a nationally and globally competitive and successful student body.

As a parent, I am obviously deeply invested in the futures of my three children, and as a science educator, I am entirely confident that what is best for them is to be learning science and engineering by "figuring out" interesting and challenging phenomena in their classrooms. It is outdated to think about science expectations for children by asking them to "identify," "describe," "compare and contrast," or "give examples," and to consider engaging in science and engineering practices as "extensions" is obsolete. But, this is the antiquated language in the 2006 Massachusetts Curriculum Framework, which is what HB 4192 recommends for Michigan's students. Far better are the current Michigan Science Standards, which expect children to "develop and use models," "engage in arguments from evidence," and "carry out investigations" in ways that connect learning science with doing science. The approach of the MSS best reflects actual practices of scientists and engineers and is based in research about student learning and achievement.

Finally, my work with Michigan State University is with a middle- and high-school science curriculum and professional development program known as *Carbon TIME*. I support networks of Michigan teachers implementing rigorous and responsive classroom science teaching. Their three-dimensional approach puts students' "figuring it out" at the center of classroom science teaching and learning. Today, most of them are not standing before you because they are doing the hard work of educating and supporting young Michiganders in their journey to become scientifically literate citizens. On behalf of them, I urge you to oppose HB 4192.

Christie Morrison Thomas
PhD candidate, Michigan State University
morris73@msu.edu

Members of the House Competitiveness Committee,

I hope this bit of testimony finds each of you in good spirits, thank you for your commitment to public service. I am the father of a 7-year-old boy and the Assistant Superintendent of Academics for the Novi Community School District. I have served as an educator for over 24 years. I have been a teacher, assistant principal, middle school principal, high school principal, and assistant superintendent of academic programming. I have been fortunate to earn recognition as the Jerry Smith African Fellow, James Madison Fellow, Teacher of the Year Nominee, and Michigan Science Teachers Association Administrator of the Year. I have committed my life to public service and public education. I have earned degrees from Alma College, the University of Michigan, and Michigan State University. My doctorate at MSU focused upon creating the Opportunity to Learn for all children. A primary aspect of my team's dissertation work was studying high functioning schools and systems. Two of the most powerful existence proofs of successful systems at scale were to be found in Ontario and Massachusetts. In deeply studying both systems, their success came from many choices by their governments. The three primary moves each system made were: 1. The adoption of consistent standards 2. Staying the course on these standards 3. Combining high expectations with a high level of support. If I were to offer guidance to the members of the House Competitiveness Committee, it would be to benchmark Massachusetts and Ontario.

The work in Ontario and Massachusetts has deeply impacted the community I serve. I am exceptionally proud of the work of our teachers in aligning our curriculum. The work is rooted in the Common Core Standards and the Next Generation of Science Standards. As a result of this work, NCSD student performance metrics have continued to rise. Our teachers have spent at least 20,000 hours of work to align our curriculum and place it in a publicly searchable format (<https://novik12-oakland-public.rubiconatlas.org/Atlas/Public/View/Default>) that has been visited over 16,000 times. Standards are a guidepost for creating powerful learning and teaching opportunities. Changing or eliminating the standards will not help us serve our kids. We have made significant staff investment, ensuring time for embedded professional learning and ensuring staff buy-in.

It is my hope that you will explore the work of our NCSD teachers in the attached link. The incredible effort they have made to serve our kids would have been impossible without a common language of standards with which to begin the work.

Thank You for your service to our families and your desire to be better tomorrow than we are today. Please know educators are here for you and willing to work beside you to provide our kids the opportunities they deserve.

Sincerely,

Dr. RJ Webber

Dad

Assistant Superintendent of Academics for the Novi Community School District

Webber1@gmail.com

313-303-0417

Dear Members of the House Competitiveness Committee,

I am an National Board Certified Science Teacher at Novi High School, asking you to oppose House Bill 4192. In my time as a high school educator, I continue to be amazed at how incredibly innovative and thoughtful our teens are. The recently adopted Michigan Science Standards bring out this innovation, emphasizing not only the dry memorization of facts, but what students do and create with that knowledge. I have worked with Michigan educators from across the state over the past five years to provide feedback and refine these standards. Since their adoption in the Fall of 2015, my district along with others, has spent a considerable amount of time and money purchasing materials and training teachers for this shift in science instruction K-12.

My daughters Sasha and Clara are 6 and 9 years old, currently attending Novi Community Schools. They deserve the rigorous and investigation rich instruction outlined in the new Michigan Science Standards. These standards emphasize that students should be *doing science*, ensuring that Clara, Sasha, and other Michigan children are prepared for the innovative STEM careers of the future. In January of 2016, Massachusetts adopted standards that mirror our new Michigan Science Standards. House Bill 4192 moves our children backwards. It replaces our rich Michigan Science Standards with the outdated Massachusetts 2008-2009 Science Standards that they are not even using anymore.

Before you get rid of the new Michigan Science Standards, please come see what they look like in our schools. Feel free to contact me if you would like to come and observe the new Michigan Science Standards in action at Novi Community Schools.

Sincerely,

Emily Pohlonski
National Board Certified Science Teacher
Novi High School
epohlonski@gmail.com
248-767-7757

Dear Representative,

February 26, 2017

I am writing to you in regards to House Bill 4192 that was recently introduced by Representative Glenn and referred to the Michigan Competitiveness Committee. The bill seeks to "terminate[s] all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards." As a secondary science teacher with 25 years of experience, I strongly urge you to vote no on this Bill.

The Michigan Science Standards are Michigan science teacher reviewed and enthusiastically supported by the Michigan Science Teachers' Association. The standards provide guidance on how to most effectively combine science reasoning skills with content. In no way do they limit a teacher and district from developing curriculum best suited for the students. In fact, there is more room to ensure place-based education and many pieces of guidance on just where it is best fit.

Michigan students need to be agile problem solvers in science and this is the focus of the Michigan Science Standards. If Michigan leaders truly want us to have a top 10 place in the nation for education, we will continue implementation of these standards in our schools. Please trust someone who's dedicated her life to the teaching of science in public schools and vote NO on HB4129.

Sincerely,

Liz Ratashak
3714 Phillips Street
Kalamazoo, MI 49001

Sondra Gordon

From: Tammi Wardwell <t.wardwell@sbcglobal.net>
Sent: Wednesday, March 1, 2017 3:51 PM
To: Sondra Gordon
Subject: Oppose HB 4192

Dear Representative,

I am writing in regards to HB 4192. The bill seeks to "terminate all plans, programs, activities, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards." As a science and math educator I **STRONGLY** encourage you to vote **NO** on this bill. The issue that parents, educators and citizens are concerned about is how teachers and schools are held accountable to the standards and not the standards themselves.

I have been teaching for almost 20 years and have incorporated some of the new science standards into my classroom this year with the work that educators have done at Michigan State University with the Carbon TIME project funded by the National Science Foundation. I have **NEVER** seen my students so excited to come to science class. They are thinking deeper they are making connections across disciplinary topics within the science field and outside. I had **SEVERAL** parents tell me at parent/ teacher conferences this year that their child comes home talking about the things we were doing in science class. Listening to students make connections and think like scientists has been very rewarding. In the past, science was being told how things work and doing a few experiments that fit. The new standards allow the students to make observations and create conclusions based on the evidence from their observations. They then get background information or make other observations to modify their conclusions. It makes the students realize that science is always changing with new evidence.

Also, In my district the science department has spent **HOURS** on this year in our department and PLC time, realigning topics, unpacking the standards and writing unit plans that are "three-dimensional." The science department has also gone to training outside of the district to help with teaching the new standards.

If these standards are terminated, **ALL** the work we; as teachers, administrators, college professors, have put in the last several years will have been a waste of time and money and we will have to start from scratch.

The **BEST** thing that could be done is to help fund the schools so teachers can have resources and time to implement the standards to the fullest. And not tie so much to testing.

Also, with all the the **STATE** standards, they are **STATE** standards that are similar to the Common Core and NGSS so there are resources available for schools. Many of Michigan's top educators and researchers were involved in writing the standards.

Concerned Teacher,

Tammi Wardwell

Sondra Gordon

From: Emily Pohlonski <epohlonski@gmail.com>
Sent: Wednesday, March 1, 2017 7:28 PM
To: Sondra Gordon; Rep. Lee Chatfield (District 107)
Subject: House Bill 4192

Dear State Representative Chatfield,

I am an National Board Certified Science Teacher at Novi High School, I am urging you to oppose House Bill 4192. The bill seeks to "terminate[s] all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards."

As a former high school educator, you recognize how incredibly innovative and thoughtful our teens are. The recently adopted Michigan Science Standards bring out this innovation, emphasizing not only the dry memorization of facts, but what students do and create with that knowledge. I have worked with Michigan educators from across the state over the past five years to provide feedback and refine these standards. Since their adoption in the Fall of 2015, my district along with others, has spent a considerable amount of time and money purchasing materials and training teachers for this shift in science instruction K-12.

My daughters Sasha and Clara are 6 and 9 years old, currently attending Novi Community Schools. They deserve the rigorous and investigation rich instruction outlined in the new Michigan Science Standards. These standards emphasize that students should be *doing science*, ensuring that Clara, Sasha, and other Michigan children are prepared for the innovative STEM careers of the future. In January of 2016, Massachusetts adopted standards that mirror our new Michigan Science Standards. House Bill 4192 moves our children backwards. It replaces our rich Michigan Science Standards with the outdated Massachusetts 2008-2009 Science Standards that they are not even using anymore.

Feel free to contact me if you, or other committee members, would like to come and observe the new Michigan Science Standards in action at Novi Community Schools.

Sincerely,

Emily Pohlonski
National Board Certified Science Teacher
Novi High School
epohlonski@gmail.com
248-767-7757

Sondra Gordon

From: Gail Richmond <gailr@msu.edu>
Sent: Wednesday, March 1, 2017 9:28 AM
To: Sondra Gordon
Subject: Re. HB4192

Dear Ms. Gordon,

I am writing to vigorously oppose House Bill 4192! As a long-standing science educator, I cannot imagine a bill which will cause more damage to the well-being, both intellectual and physical, to our state's youth and economy. The national standards, from which the state's were drawn, represents enormous efforts made by scientists, science educators, science teachers and others to develop a set of standards which will prepare our youth for productive careers and to be responsible citizens.

PLEASE DO NOT UN-DO ALL OF THE PROGRESS WHICH HAS BEEN MADE TO MAKE MICHIGAN'S RESIDENTS COMPETITIVE IN THE WORKPLACE AND HELP THEM DEVELOP AS RESPONSIBLE VOTING CITIZENS.

Sincerely,

Gail Richmond

--
Gail Richmond
Professor, Dept. of Teacher Education, College of Education Michigan State University

Present-Elect, National Association for Research in Science Teaching

Co-Editor, Journal of Teacher Education
<http://jte.sagepub.com/>

PI and Director, MSU SETS-UP: Supporting Early-Career Teachers of Science through Urban Partnerships An NSF-funded project <http://education.msu.edu/te/sets-up/>

Director, High School Honors Science/Mathematics/Engineering Program <http://education.msu.edu/hshsp/>

Co-PI and Project Director
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"What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others."

--Pericles

Sondra Gordon

From: Joe Lutz <lutzj@ghaps.org>
Sent: Saturday, March 11, 2017 3:21 PM
To: Sondra Gordon
Subject: Opposition to HB 4192

Please add to the record my opposition to HB 4192, repealing K-12 Education Standards. This is a very short-sighted and counter-productive bill. Educators in Michigan have worked hard to implement classroom lessons, activities, and units to effectively teach to these rigorous new standards. The standards require students to strive for a depth of understanding and ability to think that had been absent in prior state standards and, therefore, has been challenging for teachers, students, and parents. That does NOT mean the standards are inappropriate - quite the opposite. The fact that they are challenging reflects the fact that they are rigorous. It should not be expected to be easy to raise the level of thinking and proficiency in our students. Now that we are making progress, removing these standards would undercut all of the efforts of Michigan teachers and students and would result in a haphazard patchwork of curricula that would take the state backwards. Without rigorous, well-researched state standards, I fear that Michigan will fall further behind the nation's schools and leave our students ill-equipped to compete for high skilled, high paying jobs and will limit future growth of business and industry in Michigan. Legislators need to consider the input of those most knowledgeable about education - teachers and teachers associations. As a teacher with 25 years of teaching experience - from a family with a legacy of teaching - I have discouraged my own children from considering a career as an educator due to the lack of respect we face from the Republican dominated state government. This is just one more slap in the face and, if successful, one more step backward in what was once among the best educational systems in the nation.

--

Joseph Lutz
8th Grade Science
Lakeshore Middle School
Grand Haven, MI

MICHIGAN STATE UNIVERSITY

Michigan Competitive Committee
Michigan House of Representatives
c/o Sondra Gordon, Committee Clerk

March 13, 2017

Letter in Opposition to HB 4192

Dear members of the Michigan Competitive Committee:

I write in opposition to House Bill 4192. As a science educator, Michigan resident, taxpayer, parent and grandfather of 5 young children, I am deeply committed to making our state more competitive. Reversing the progress Michigan has made toward high quality education for all students by dismantling our state's academic standards is exactly the wrong direction for the Legislature and our state to take.

HB 4192 proposes to substitute the new Michigan Science Standards and the content standards in other disciplines for the standards developed by Massachusetts nearly a decade ago. This are old standards that Massachusetts does not follow and will not prepare our children for the world they will live in. Major improvements in describing the essential skills and knowledge students should have to meet the challenges of the modern economy, based in high quality research and supported by the nation's leading scientists, have taken place since the Massachusetts standards were first implemented. The New Michigan Standards support problem solving, decision making and innovative thinking.



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In the name of local control, HB 4192 would allow local school districts to adopt their own curricula, and allow parents to opt out of any school-related function they find objectionable – something districts and parents can already do. Hence, this part of the legislation is redundant and unnecessary. On the other hand, discouraging a statewide approach to standards puts the future of students in jeopardy for the sake of political ideology. Citizens drive on the right side of the road, and power companies provide a standard 110 volts electricity, not by individual choice, but because it is in our collective interest that things important to the safety and well-being of our citizens are standardized.

I urge you not to advance your consideration of this misguided legislation, and would be happy to explain further why the Michigan Science Standards are in the best interests of all of us, both students and citizens of this great state. This legislation will not help our children. The new Standards prepare our children for the world they live in.

Sincerely,

A handwritten signature in black ink that reads "Joe Krajcik".

Joe Krajcik
Lappan Phillips Professor of Science Education
Director, CREATE for STEM Institute



The Michigan Science Teachers Associations' Position on House Bill 4192

The Michigan Science Teachers Association firmly opposes Michigan House Bill 4192.

House Bill 4192 calls for replacing the current Michigan Science Standards that have been written, reviewed, and discussed in public meetings across our state by Michigan educators, parents, and citizens. The replacement standards would be the Massachusetts science standards that were developed in 2000-2001 and are no longer in use in Massachusetts.

The Michigan Science Standards are based upon current science content and practice as expressed in the vision of A Framework for K-12 Science Education. The Michigan Science Standards reflect the current research on how students best learn science. They were benchmarked against international STEM powerhouses such as Canada, China, England, Finland, Hungary, Ireland, Singapore and South Korea. Several of these Michigan science standards are specific to our state and the Great Lakes Basin, reflecting our unique and important role in the country and the world. In keeping with the mission statement of the Michigan Science Teachers Association "to stimulate, support and provide leadership for the improvement of science education throughout Michigan", we played a key role in the writing and review process for the current Michigan Science Standards adopted November 10, 2015. The proposed new standards have had none of the rigorous discussion with interested parents, professional educational organizations and community and business stakeholders that were so important to the informed adoption of the Michigan Science Standards less than eighteen months ago.

The Michigan Science Teachers Association actively encouraged parents, community members, and Michigan leaders in business and industry to provide input on the Michigan Science Standards, both in online surveys and in town hall meetings held across our state. Finally, the public comments gathered, representing the ideas of Michigan citizens, were used to create the final state science standards that were adopted by the State Board of Education.

The Michigan Science Teachers Association's goal is to continually support and promote the effective, systematic, and sustained implementation of the Michigan Science Standards. Science education based upon the Michigan Science Standards will increase scientific literacy levels of all students in our state. We contend that these standards will provide the skills required by Michigan students as they enter the increasingly complex business and industry workforce that is needed to promote Michigan's economy. The Michigan Science Standards will equip Michigan students for college, careers, and citizenship.

Sondra Gordon

From: Thomas, Christopher <thomasc@aaps.k12.mi.us>
Sent: Monday, March 13, 2017 9:03 PM
To: Sondra Gordon
Subject: opposition to House Bill 4192

This letter is in **opposition to House Bill 4192**. As a classroom science teacher with Ann Arbor Public Schools, I believe that repealing the Michigan K-12 Science Standards will negatively impact my students and my classroom, as well as those across our state.

Like classroom science teachers around the state and country, my voice was welcome in the Next Generation Science Standards design and vetting process, as well as in the processes of editing and adopting a version of these standards for use right here in Michigan. I've looked at the 2006 Massachusetts Curriculum Framework, which is what HB 4192 recommends for Michigan's students, and they are outdated science standards that separate learning science from doing science. Our new way of approaching successful science learning is to engage students in figuring out phenomena in the world around them: How does a plant grow from a tiny seed? What design features make a balloon racer travel the greatest distance? The science teaching community overwhelmingly supports the shift to three-dimensional science teaching and I know that this shift is based on evidence from research into student learning and teaching.

Chris Thomas
Scarlett Middle School Science and Blended Learning Coach
Lead. Care. Inspire.

734-997-1220
www.blendedscience.net
password: sms2433



The Michigan Science Education Leadership Association Position on House Bill 4192

Along side MSTA, The Michigan Science Education Leadership Association firmly opposes Michigan House Bill 4192.

Michigan citizens drafted, publicly discussed, and created the current Michigan Science Standards. House Bill 4192 proposes to replace these standards with decade old Massachusetts's standards. As Michigan science leaders, we believe this a detriment to students throughout the state.

Our organization's mission is "to stimulate, and to aid in, the development of efficient and effective instructional practices for the improvement of science education...[and] to take action on matters of common interest and concern." With that mission, we fully support the current Michigan Science Standards. They are based upon an accumulation of the past 30 years of research-based best practice on how students best learn science. Supporting research such as *Taking Science to School*, *Ready. Set. Science*, and *American's Lab Report* helped to create the document, *The K-12 Framework for Science Education*, the backbone of the Michigan Science Standards. With the vision of the Framework at the heart of the standards, Michigan developed engineering and local, place-based, standards that cover the unique geologic and hydrologic systems that help to identify our great state. Students have the opportunity to learn how Michigan is different from a science perspective. This will be a missed opportunity if HB 4192 is not stopped.

Not only is local science important, for the past year, teachers have been in professional development to improve instructional practices in science to better aid students in becoming literate problem solvers, that are college and career ready. It is our concern that the Michigan Science Standards will be replaced by outdated, no longer used, non-localized standards based on the National Science Standards from 1996. It is our belief that House Bill 4192 is detrimental to students' science education here in Michigan.