

Seven Areas of Concern In Regard To CSCOPE:

1. Philosophy of **Social Constructivism** Ideology of **Progressive/Liberal/Radical Theories**
Based on ideology of **Marxism** (Lev Vygotsky), **Humanism** (Linda Hammond), and **Socialism**
Hardest on Minorities and the Poor: Control System versus Service
2. The Implementation of **Intimidation, Fear, Guilt and Covertness**
 - a. **Establishes a fear:** STAAR Test
 - b. **Establishes guilt:** Accommodating children who move; Failure is someone else's fault
 - c. **Disrespects, intimidates and isolates teachers**
 1. Contract /Disclosure Agreement/ULA
Signed under duress Threat of legal suit Teacher contributions being confiscated
 2. Three-minute walk-through (Fenwick English) Disturbs the classroom
 3. Threat of on-line monitoring of teacher activities/ public display of failing work
 - d. **Removes input and feedback from and influence of parents; x/y generations**
Removed the importance of textbooks Removed the importance of homework
 - e. **Trains administration how to minimize criticism &/disarm complaints**
 - f. **Petitioned Attorney General to protect from exposure to competitors and public**
 - g. **Parents can not access lessons-limited information through parent portal**
3. The Cost, Financial Accountability, and Public Relations
Vendor versus governmental agency? Established a monopoly
Developed on taxpayer time and with taxpayer money- Taken over by TESCCC
Highly Questionable Relationship With (NER) National Educational Resources, Inc. No Contract, No Bids. Kick-backs
4. Quality and Substance of Materials
Incomplete use/alignment of TEKS Safety for children in question
Indoctrination of students: Questionable internet sources, Leading questions on tests
(Anti-American, Anti-Christian Slants), Inappropriate readability levels, Grammatical and factual errors
Buzz Words: Authenticity (Wiggins), Rigor, Culturally-Relevant, Deeper Understanding; 21st Century Skills, Scaffolding, Personal Relevance; Concept-Basis (Erickson) vs. Topic; Inch-Deep/Mile Wide, Education Equity; Collaboration, Big Picture, Reflective Teaching, Backward Design (McTighe).
5. Misrepresentation
Parent Portal: Actual material not available
Philosophy/Ideology/Differences in Methodology: Not openly explained/revealed to public
Connection to Common Core Standards: **Edugate/Hammond**
Confusion: curriculum? curriculum-management? auxiliary product? living curriculum?
Plagiarism: Teachers report seeing lessons elsewhere; material not sourced or referenced
Sources Of Lessons Not Revealed: Experts? Authors? Editors? References? Credentials?
Terminology (Just New Paint): YAG (Year At A Glance), VAD (Vertical Alignment Document), IFD (Instructional Focus Document), 5E -John Dewey- (Engage, Explore, Explain, Elaborate, Evaluate),
6. Inefficiency
Results: Bad before good- 70 is the new 100!
Teachers' Time and Energy: overwhelmingly taxed
Mind-Control: All across Texas on the same lesson, Failing students? Non-CSCOPE students?
Title I and NCLB: Principles of parental involvement undermined
Access To Instructional Focus Document: last minute -six weeks at a time only
Polarizing: Administration/Teachers: X/Y Generations: Progressive/Conservative: Humanism/Christianity, Government/Private Enterprise
7. Hurting Students
Withdrawal from schools; crying, stress; drastic change in grades; demonized
Repeated tests finally given answers to tests (Teaches delayed effort/cheating OK)

Comparisons and Differences:

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	Traditional (Classical) Conservative Capitalist (Individualist) Textbooks/Vetted Material Realism Logical (Productive) Type 1 Teaching/Learning	CSCOPE Liberal/Radical/Progressive Socialist (Collectivistic) Textbooks Out/Unvetted Material Relativism/ Social Constructivism Emotional (Social) Type 2 Teaching/Learning
Teacher's Role	Academic instructor, source of knowledge, and authority figure	Facilitator, counselor, and mentor
Instruction	Direct instruction (vetted material) by teacher in homogeneous groups	Self-directed learning, discovery learning, and cooperative work in heterogeneous groups
Student's Role	<ul style="list-style-type: none"> • learn what the teacher teaches • focus on intellectual, factual learning, (experts respected) 	<ul style="list-style-type: none"> • discover what they learn • act as peer mediators, tutors and counselors • focus on learning, feelings, and opinions (experts questioned)
Curriculum	<ul style="list-style-type: none"> • focus on academic areas with facts, ideas, skills, methods • based on research 	<ul style="list-style-type: none"> • balance academic and social concerns • concerned with student's "higher order thinking" without basic knowledge validated first • often based on unproven fads or theories
Reading	Phonics	Whole-language
Mathematics	<ul style="list-style-type: none"> • <u>Direct Instruction</u> of math concepts • prefers "drill and skill" 	<ul style="list-style-type: none"> • Interactive and discovery learning – "fuzzy" math • rejects memorization
Social Studies	Focus on American heritage, national sovereignty, and cross-cultural studies	Focus on diversity, multiculturalism, and global citizenship
Outcomes	Emphasis on academic skills in traditional core areas / measured objectively	Emphasis on the "whole child" approach that blends psychological, social and cultural well-being of the child / measured subjectively
Assessment	<ul style="list-style-type: none"> • periodic use of objective <u>achievement</u> tests • students evaluated by grades they earn 	<ul style="list-style-type: none"> • use <u>assessment</u> tests; rubrics based on social interactions • the 4 P's – posters, portfolios, projects, PowerPoint • grades inflated so all students succeed (group grades shared)
Character Development	Citizenship and self-control	Relativism and self-esteem
Equality	Equal opportunity	Equal outcome

Research Base

- Curriculum Design, Standards, Instructional Design
 - Robert Marzano
 - Fenwick English
 - Grant Wiggins and Jay McTighe
 - Heidi Hayes Jacobs
 - John Crain
 - James Barufaldi
 - H. Lynn Erickson
- Learning Theory
 - Reuven Feurstein
 - Lev Vygotsky
- Professional Development
 - Thomas Guskey
 - Linda Hammond

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Source: Slide from CSCOPE Administrators Training Materials

Linda Darling Hammond

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education at the Stanford University School of Education, where she launched the School Redesign Network, the Stanford Educational Leadership Institute, and the Stanford Center for Opportunity Policy in Education. Darling-Hammond is author or editor education policy and practice. Her work focuses on school restructuring, teacher education, and educational equity. She was education advisor to Barack Obama's presidential campaign ^{[1][2]} and was reportedly among candidates for Secretary of Education in the Obama administration.¹

Obama's Linda Darling-Hammond and Her Failed School

16/04/2010 18:06:00 EducationNews.org +



Linda Darling-Hammond

4.17.10 - Donna Garner - Early in Obama's presidency, it looked as if he was going to appoint Linda Darling-Hammond as his Secretary of Education. Instead, Obama decided to empower Darling-Hammond to complete the federal takeover of the public schools

"Obama's Linda Darling-Hammond and Her Failed School" by Donna Garner

Early in Obama's presidency, it looked as if he was going to appoint Linda Darling-Hammond as his Secretary of Education. Instead, Obama decided to empower Darling-Hammond to complete the federal takeover of the public schools by authorizing her to help develop the national tests (i.e., assessments). These assessments are the centerpiece in Obama's plan to put the federal government in charge of what gets taught each day to public school students.

By having national standards, national curriculum, national assessments, and a national database tying students' scores directly to teachers' pay and longevity, teachers will be forced to teach their students whatever is in the national standards and on the national assessments.

Today we see that Linda Darling-Hammond's approach to education has failed. The school she founded in California is to be closed because of low test scores and lack of significant improvement.

A similar charter school (Aspire) in the same district focused on academics; Darling-Hammond's school focused on project-based learning, subjective assessments, portfolios, and "students' emotional and social lives."

Aspire has succeeded; Linda Darling-Hammond's school has failed.
An education expert at Stanford told me recently:

Let me repeat for everyone that the Charter School that Stanford runs and Linda Darling-Hammond heads up is one of the 188 schools on the California failing schools list. It has been in existence for 6 years and has used all the most highly recommended Ed School teaching techniques like authentic assessments, group learning, and discovery.

Here is the *EducationNews.org* link to today's story:

<http://www.educationnews.org/educationnewstoday/89695.html>

Posted below is an article from *EdWeek.org*, 2.23,10, that tells how Linda Darling-Hammond, supported by Obama, has been chosen to help develop the new national tests that will facilitate the complete takeover by the federal government of the public schools (all except for Texas and Alaska who refused to participate in Common Core Standards and Race to the Top).

Linda Darling-Hammond wants the national assessments to rely heavily on the same type of "authentic assessments, group learning, and discovery" that have caused her own charter school to flounder.

Obama, Education, and the "Social Justice Left"

By Antonio Chaves

EducationNews.org

Missing from this discussion are aspects of Darling-Hammond's teaching philosophy that most Americans would find highly objectionable. In his blog "Global Labor and Politics," political scientist Steve Diamond blames professors like Darling-Hammond, ex-weatherman William Ayers, and other members of what he calls "**the social justice left**" for the "race-driven identity politics" that now dominates many teacher's colleges at the expense of the original goal of "color-blindness that used to drive the alliance between labor and civil rights" (11/29/08). Even though Diamond identifies with the left, he believes that professors like Ayers and Darling-Hammond betray original progressive ideas of freedom and justice by using their positions as "platforms for advocating radical authoritarian politics" (10/15/08). **Diamond concentrates most his attention on the influence of Ayers on Obama and believes that the ex-weatherman recommended Darling-Hammond to the Obama team (12/15/08).** While much of the Obama/Ayers relationship is still open to debate, the educational goals of Darling-Hammond (and their similarity to those of Bill Ayers) are crystal clear to anyone who reads beyond the toned-down rhetoric that she uses on general audiences. Sadly, these ideas prevail in what are regarded as America's "elite" schools of education.

TEN COMMITMENTS: GUIDING PRINCIPLES FOR TEACHING VALUES IN AMERICA'S PUBLIC SCHOOLS

From American Humanist Association - Good Without God

<http://www.americanhumanist.org/HNN/details/2012-08-ten-commitments-guiding-principles-for-teaching-valu>

The Ten Commitments currently has 103 signers, including notables such as:

- E.O. Wilson, Harvard University biologist and author of *The Social Conquest of Earth*
- Harold Kroto, 1996 Nobel Prize winner in chemistry, Florida State University professor
- **Linda Darling-Hammond, Stanford University education professor**
- Anthony Pinn, Rice University professor of humanities
- Dale McGowan, Foundation Beyond Belief executive director

To lend your support to the Ten Commitments, sign the document at atkhcc.americanhumanist.org.