

Citywide Council on English Language Learners (CCELL)
Department of Education of the City of New York

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Citywide Council on English Language Learners (CCELL)
RESOLUTION #16 TO RE-EVALUATE THE COMMON CORE STATE STANDARDS IN NEW YORK STATE

WHEREAS, the New York State Common Core Learning Standards (CCLS) have been unsatisfactorily implemented in public schools; and

WHEREAS, the CCELL is in support of the higher education standards and quality of education, but not at the expense of students, parents and teachers; and

WHEREAS, the CCELL suggests that the higher education standards and quality of education may be achieved with the proper implementation of CCLS; and

WHEREAS, CCLS are internationally-benchmarked and evidence-based standards that serve as a consistent set of expectations for what students should learn and be able to do to be college and career ready; and;

~~**WHEREAS**, CCLS created the following shifts in English Language Arts/Literacy: in balancing informational and literary texts, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources and academic vocabulary. CCLS created the following shifts in Mathematics: focus, coherence, fluency, deep understanding, application and dual intensity. Professionals were not properly trained in preparation for such shifts; and ???~~

WHEREAS, CCLS were implemented prior to providing the necessary tools and training support for successful implementation; and

WHEREAS, while CCLS correctly allow for teacher flexibility on *how* to help students meet standards, the state and city have incorrectly failed to provide teachers with materials about *what* to teach – in other words, teachers have not been provided with the full curricula; and

WHEREAS, CCLS were introduced into our schools with virtually no thought about the impact these standards would have on students who were already struggling at levels below proficiency *even before* the CCLS, and above all, introduced without consideration of the impact they would have on students with an individualized educational program (IEP) and English language learners (ELL); and

WHEREAS, CCLS testing as it relates to word problems in math falsely assumes English reading comprehension readiness. CCLS do not take into consideration that English Language Learners and/or children with IEP's scores will most likely suffer even if students are excellent at the numerical problems; and

WHEREAS, schools and teachers have not had sufficient time, training, and support to insure that students' needs are met; and

WHEREAS, CCLS includes materials that are not age and developmentally appropriate materials; and

WHEREAS, CCLS is a one-size-fits-all approach to education that does not address unique individuality of each child, teaches children all the same thing at the same time regardless of developmental or language differences; and

WHEREAS, CCLS' current assessments actually test students on topics not included in curriculum; and

WHEREAS, CCLS that are not properly implemented and supported take away creativity and innovation; and

WHEREAS, that state and city seem more interested in issuing standardized tests on the standards, rather than in teaching them; and

WHEREAS, all of the problems with the implementation of CCLS have been aggravated greatly by their use in high stakes tests and high stakes decisions; and

WHEREAS, the fact that CCLS allow an access to the personal information provided to a data cloud (inBloom) without proper controls in place and parents' ability to opt-out is disturbing to parents and educators. This will create an opportunity for inBloom to sell to and/or share the data with unspecified vendors. Such dissemination of students and families' personal information will lead to a total control and total tracking of the children and invasion of their privacy. Therefore, be it

RESOLVED that the Citywide Council on English Language Learners proposes to the New York State Department of Education and New York City Department of Education to provide teachers time and the proper support, materials and tools they need to effectively educate our students; and be it further

RESOLVED that Citywide Council on English Language Learners hereby calls upon the New York State Governor and elected state officials, to urge the New York State Board of Regents to re-evaluate and slow the implementation of the CCLS so they can restructure the curriculum and properly roll out CCLS in a coherent, professional manner with proper professional development for both parents and educators.