Ready To Begin Your Journey?

Education Policy Is A Deep Subject

LEARN MORE
Where are we at right now?
How did we get in this mess?
How do we get out of it?
Performance Guarantee Policy Making
The Output Guarantee

A privately developed universal set of curriculum and assessment expectations for all students.

Common curriculum standards with commercially developed tests to measure competency and compliance.

An education policy-making body develops, copies and or purchases the privately developed standards and testing regimen to monitor compliance.

The policy-making body (congress / legislature) mandates through education codes that public schools teach to the standards and administer the tests to ensure compliance / competency.

These policies and practices focus on guaranteed outputs or student outcomes. One set of expected outcomes for all students.
Table 3: Five-by-Five Color Coded Table

<table>
<thead>
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<th>Level</th>
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<th>Declined (Change)</th>
<th>Maintained (Change)</th>
<th>Increased (Change)</th>
<th>Increased Significantly (Change)</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>Red</td>
<td>Orange</td>
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</tbody>
</table>

Report:
- Suspension Indicator
- English Learner Progress Indicator
- Graduation Indicator
- English Language Arts (Grades 3-8) Indicator
- Mathematics (Grades 3-8) Indicator
Mechanistic Miracles

Creating cost efficiencies in public education by homogenizing performance outcomes and instructional delivery through a mechanistic assembly line approach.

The assembly line inputs are the students and the outputs are the results from the standardized tests that insure compliance and “competency”.

This process does not take into account the students aka the input.

Human development, the environment in which children live, the social and human capital they experience and have access to. AKA a support system at home.
The Problem

Standardized curriculum for all students in grades K-12 results in a narrowing of the curriculum in depth and breadth of the subject matter.

Curriculum is not easily customized because customization can lead to deviation from the preset expectations (performance-guarantee).

Standardized curriculum leads to standardized teaching methods.

The format and level of difficulty is highly prescribed.

A testing assessment based model leaves little room for diverse instructional methods.
Standardized curriculum expectations stunt creativity, innovation, complex thinking, and other skills.

The negative influence of standardized education policies and practices have been known for a long time.

Ask yourself this question.

How do you achieve creativity, innovation, entrepreneurial, and complex thinking in a standardized and homogenized educational system?

The answer is not only no the 2 concepts are diametrically opposed to each other.

They cannot co-exist side by side period.
Argument

Understanding curricula, or diversifying curriculum expectations and learning experiences needs to include a focus on life long adaptable learning skills that transcend time and subject matter.

21st Century defined skills: critical thinking, using technology, planning education, and career paths, research skills, and working productively in teams. These are all skills associated with economics with regard to public education and career training.

Unstandardized skills go far beyond the economic based skills: social, civic, community, family and not the vocational development of human beings.

The purpose of education should not be viewed through the lens of economic input as the desired output.
“Well the common core requires us to <blank>.”

Superintendent could not use SBAC as a tool for dodging. Superintendents could not use standardization as a lever for conformity. Principals could not hide behind corporately produced curriculum.

Curriculum and assessment decision were made locally prior to 1994 in many states. Parents, community members, and educators had the ability to influence the process.

That process resulted in the customization of education that was not an “add-on” it was expected. The art of teaching was about making the curriculum fit the students.

The students, community, parents and guardians, the principals and colleagues all had expectations.

Educational programs should come from the community bottom up and not from legislatures top down.
Standardization and authoritarianism are generally more efficient easier to enforce.

Some education bureaucrats and policy makers unknowingly or intentionally reference the bankrupt reports to justify support of the latest version of a standardized program placed on the 65 million public school student in the U.S.

National Average $ spent per student is $12,156. $790 billion in public money. California is spending about $8,694 per student that is 46th in the nation.

Highest poverty rate in the country when factoring in cost of living. Highest levels of English language learners in the country. 20% of the state is living in poverty.

Impending financial crisis due to unfunded pension liabilities that are being pushed down to the local school district levels. WE ARE IN TROUBLE AT THE LOCAL LEVEL.

Life impacting decisions about children and educational personnel must be made through a locally controlled democratic processes.
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