

**Policy 2520.1: 21<sup>st</sup> Century Mathematics Content Standards and Objective for West Virginia Schools**  
**Comment Log**  
**March 16, 2012 to April 16, 2012**

Action            Type  
 N: No Response        - Negative  
 NA: Not Accepted      + Positive  
 A: Accepted            o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<b>§126-44B-1. General.</b>		
4/5/2012	Mary Pheasants	Comments for section 126-44B-1 General ----- These so called "STANDARDS" are ridiculous. Whoever prepared the state website apparently does not understand what a standard is nor how policies must be followed once implemented. The following is copied from the site: "These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs." And also from same site "The standards will provide important goals for teachers to ensure they are preparing students for success in college and the workforce. The standards will help teachers develop and implement effective strategies for their students by providing	NA/-	Next Generation Standards are in alignment with the Common Core State Standards.

		<p>benchmarks for skills and knowledge that their students should have by the end of the year. The Next Generation Standards will help colleges and professional development programs better prepare teachers; provide the opportunity for teachers to be involved in the development of assessments linked to these top-quality standards and guide educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge." I have taught almost 26 years. During this time I have seen several different forms of content standards and EACH AND EVERY ONE of them was an approved state board policy which I was REQUIRED to implement. That is I was required to teach the material for the grades and topics taught following these "standards". This is the first time that supposed standards at the state level will not determine "what is to be taught at the "local" level. "Will the state standards keep local teachers from deciding what or how to teach?" No. The Next Generation Standards are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the</p>		
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		<p>individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated.”(underlined emphasis added)</p> <p>Comments for section 126-44B-2 Purpose -----</p> <p>Dumbing-down our standards in West Virginia by removing advanced math courses is asinine. By abolishing the classes that delve and develop beyond surface content of topics of algebra, geometry, trigonometry, statistics, and calculus the average and above average student again suffers the loss of a sound well developed mathematical curriculum. These students are reduced to accepting a thin covering for these fields in disjointed segments as presented in the Math I, II, III, and IV high school classes. Advanced students are “stuck” in classes with low level, struggling students as there are no alternatives. Since no one seems to be able to summarize clearly what is taught in each of these, they seems quite reminiscent of the “old days” when “bonehead” math was taught to those who could not succeed in the upper level math classes.</p> <p>Comments for section 126-44B-3 Incorporation by Reference</p>		
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		<p>be able to summarize clearly what is taught in each of these, they seems quite reminiscent of the “old days” when “bonehead” math was taught to those who could not succeed in the upper level math classes.</p>		
4/16/12	<p>Stacy Weir High School</p>	<p>Comments for section 126-44B-4 Summary of the Content Standards and Objectives ----- I have met with the math department at Weir High School. We have discussed the New Content Standards. These are our comments as a department. We feel that students at the ninth grade level are not ready to satisfactorily complete the New Content Standards for Math 1. The students need to proceed in steps. They need to complete alg. 1, alg. 2, and geom. before they can moderately succeed in higher level math skills. Many years of experience in today's classroom has shown that students must proceed in steps. They are unable to successful grasp higher level concepts without a strong background of basic algebra and geometry skills. This can not be achieved if too many concepts are taught to them in 180 days. When trying to teach concepts from alg. 1 - trig. in one year, many of the basic concepts will be missed or not understood well enough to proceed.</p>	NA/-	<p>The West Virginia Department of Education has established a roll out plan to phase in implementation of the Next Generation Standards.</p>

3/27/12	Terry Sands	<p>Comments for section 126-44B-4 Summary of the Content Standards and Objectives</p> <p>-----</p> <p>My Daughter has taken Algebra as an 8th grader and is now being denied the opportunity to proceed to Geometry. We are being told she has to go into Freshman math 1. It doesn't seem right to penalize these students who were promised high school credit for their middle school class only</p>	NA/-	Scheduling at the middle school for advanced math classes is being consider through a number of indicators at the county level.

**Veronica Barron**

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**From:** Lou Maynus <lmaynus@access.k12.wv.us>  
**Sent:** Wednesday, May 02, 2012 9:37 AM  
**To:** vbarron@access.k12.wv.us  
**Subject:** FW: Comment Received for Policy 2520.2 (2012-04-16 14:33:48)

Comment Received for Policy 2520.2

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Name: Stacy  
Organization: Weir High School  
Title: Mathematics Department Head  
City/State: Weirton, WV  
Role: Teacher  
Posted: 2012-04-16 14:33:48  
Posted from IP:

Comments for section 126-44B-4 Summary of the Content Standards and Objectives

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I have met with the math department at Weir High School. We have discussed the New Content Standards. These are our comments as a department. We feel that students at the ninth grade level are not ready to satisfactorily complete the New Content Standards for Math 1. The students need to proceed in steps. They need to complete alg. 1, alg. 2, and geom. before they can moderately succeed in higher level math skills. Many years of experience in today's classroom has shown that students must proceed in steps. They are unable to successfully grasp higher level concepts without a strong background of basic algebra and geometry skills. This can not be achieved if too many concepts are taught to them in 180 days. When trying to teach concepts from alg. 1 - trig. in one year, many of the basic concepts will be missed or not understood well enough to proceed.

**Veronica Barron**

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**From:** Lou Maynus <lmaynus@access.k12.wv.us>  
**Sent:** Wednesday, May 02, 2012 9:37 AM  
**To:** vbarron@access.k12.wv.us  
**Subject:** FW: Comment Received for Policy 2520.2 (2012-04-15 22:50:36)

Comment Received for Policy 2520.2

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Name: Mary  
Organization: Pheasant  
Title:  
City/State: Fairmont, WV  
Role: Teacher  
Posted: 2012-04-15 22:50:36  
Posted from IP:

Comments for section 126-44B-1 General

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These so called "STANDARDS" are ridiculous. Whoever prepared the state website apparently does not understand what a standard is nor how policies must be followed once implemented. The following is copied from the site:  
"These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs."  
And also from same site  
"The standards will provide important goals for teachers to ensure they are preparing students for success in college and the workforce. The standards will help teachers develop and implement effective strategies for their students by providing benchmarks for skills and knowledge that their students should have by the end of the year. The Next Generation Standards will help colleges and professional development programs better prepare teachers; provide the opportunity for teacher!

s to be involved in the development of assessments linked to these top-quality standards and guide educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge."  
I have taught almost 26 years. During this time I have seen several different forms of content standards and EACH AND EVERY ONE of them was an approved state board policy which I was REQUIRED to implement. That is I was required to teach the material for the grades and topics taught following these "standards". This is the first time that supposed standards at the state level will not determine "what is to be taught at the "local" level. "Will the state standards keep local teachers from deciding what or how to teach?"  
No. The Next Generation Standards are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and o!

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nue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated."(underlined emphasis added)

Comments for section 126-44B-2 Purpose

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Dumbing-down our standards in West Virginia by removing advanced math courses is asinine. By abolishing the classes that delve and develop beyond surface content of topics of algebra, geometry, trigonometry, statistics, and calculus the average and above average student again suffers the loss of a sound well developed mathematical curriculum. These students are reduced to accepting a thin covering

for these fields in disjointed segments as presented in the Math I, II, III, and IV high school classes. Advanced students are "stuck" in classes with low level, struggling students as there are no alternatives. Since no one seems to be able to summarize clearly what is taught in each of these, they seems quite reminiscent of the "old days" when "bonehead" math was taught to those who could not succeed in the upper level math classes.

#### Comments for section 126-44B-3 Incorporation by Reference

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If the state board is going to adopt these standards then at least take the following video clips with the "expert teachers" talking in circles off the site. One teacher claims that these standards will not really change but make better what the teachers are doing, these are just the next step. While another teacher in the same video says these are very different then what we have done before. "Video links:  
West Virginia Teachers who wrote the state standards  
Kindergarten Teachers using the new standards in their classrooms: "

#### Comments for section 126-44B-4 Summary of the Content Standards and Objectives

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**Veronica Barron**

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**From:** Lou Maynus <lmaynus@access.k12.wv.us>  
**Sent:** Wednesday, May 02, 2012 9:37 AM  
**To:** vbarron@access.k12.wv.us  
**Subject:** FW: Comment Received for Policy 2520.2 (2012-03-27 12:05:14)

Comment Received for Policy 2520.2

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Name: Terry Sands  
Organization:  
Title: Mr.  
City/State: New Martinsville, WV  
Role: Parent-Family  
Posted: 2012-03-27 12:05:14  
Posted from IP:

Comments for section 126-44B-4 Summary of the Content Standards and Objectives

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My Daughter has taken Algebra as an 8th grader and is now being denied the opportunity to proceed to Geometry. We are being told she has to go into Freshman math 1. It doesn't seem right to penalize these students who were promised high school credit for their middle school class only to set them back.