

200+ *Unequal-Access* Education Reference Links

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Parents and Students for Music and Arts *aka AllArtsAllKids.org aka Stop high-stakes testing.org*

Most of these terms and slogans are routinely and relentlessly used to mislead, intimidate and “oversell” test-score measurements that promise college “readiness” and careers primarily by aggressively promoting and administering government funded or otherwise influenced “high-stakes” standardized testing.* Note the term **high-stakes** is never mentioned in their ed doctrine, but it is the one term that underpins all of their marketing and often willfully confusing jargon: Accountability, academic achievement or performance (standards), accelerated programs, achievement gap, accredited, *Adequate Yearly Progress* (AYP)-NCLB, assessment, behavior management, below grade level, benchmark(s), college and career ready (or success), charter school innovation, close reading, *Common Core State Standards* (CCSS), core-academic subjects, [in]effective support, [in]effective teachers, data analysis, data driven evaluation (or implementation), data points, data walls, dynamics, empowered parents, enhanced data systems, enhanced standards, enrichment programs, equity, *Equity and Opportunity*, evidence based, experts, failing schools, failed of public education, global competition, global standards, great students, great teachers, high performing, high expectations, high(er) bar, highly qualified teachers, high quality (assessments), honors program, improvement, intervention, innovative, low performing, making data public, mandated, measurable, merit pay, metrics, next-generation testing, *No Child Left Behind* (NCLB), no excuse(s), opportunity, outcome driven, PARCC tests, parent trigger, pass grade, performance, performance-based standards, Performance International Students Assessments (PISA), platooning, potential, poverty-is-no-excuse, proficient, progress, quantification, *Race to the Top* (RttT), raising the bar, raising the stakes, reform(ers), reform experts, remedial, research based, reward, rigor, rigorous standards, school choices, scientifically-based standards (or research), Smarter-Balanced testing, standards and accountability movement, standards based, student achievement, student grit, student growth, student outcomes, student success, teacher effectiveness, teacher evaluation (system), teacher quality, teacher success, “Teach for America”, transparency, test driven, Title I, turnaround school, underperforming, value-added measurements (VAM), vouchers, waivers and world-class education. At least one of these *reform* terms and slogans appear in nearly all of the following 200+ reference links:

Unequal-Access Education Rule: *What is tested with “high-stakes” accountability gets taught; what is not tested gets unequal access* (reference link 6a). While students of academic advantage (good test takers) have balanced and full-curriculum access or can outsource to learn, the “invisible” disadvantaged learn to grow up with narrow, separate and *unequal-access* educations. – John Charles Thompson, 2014.

Campbell’s Law: *The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.* – published by Donald T. Campbell (1976) http://en.wikipedia.org/wiki/Campbell%27s_Law

* **High-stakes standard testing:** Students are denied equal access to curricula, because federal and state funding, teacher, principal and superintendant jobs depend on competitive math and English test scores. Schools are being closed. High stakes produces ‘*teaching to the test*’ and ‘*what is tested gets taught*’. (ref. 06a) This term produces and is synonymous with *unequal-access* education.

“It will take a knowledgeable, emboldened populace to push back against the political and corporate forces that seek to demoralize teachers and monetize public education. I hope it is not too late...” – Chris Gilbert, 2013, teacher (refer to 12e).

01a	The “Well Rounded Curriculum”: Secretary Duncan’s speech excerpts at the Arts Education Partnership National Forum, April 9, 2010. Highlighted quote is the 49 th paragraph (page 4). For complete speech, refer to: http://www.allartsallkids.org/references/well_rounded_curriculum_excerpts.pdf
01b	The “Well Rounded Curriculum”: Secretary Duncan’s complete speech at the Arts Education Partnership National Forum, April 9, 2010. http://www2.ed.gov/news/speeches/2010/04/04092010.html
01c	What are U.S. ESEA/NCLB-designated <i>core academic</i> subjects? “English reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography.” http://www2.ed.gov/teachers/nclbguide/toolkit_pg10.html

01d	Law Reference: Department of Education Organization Act. Wikipedia. http://en.wikipedia.org/wiki/Department_of_Education_Organization_Act
01e	Law Reference: Prohibition on Nationalized Curriculum, Section 9527. http://nche.hslda.org/docs/nche/Issues/N/NCLBSec9527.asp
01f	Law Reference: “The 1979 law by which the U.S. D.O.E. is authorized...” (Section 103b)
01g	Law Reference: “Why Congress should reauthorize section 9527 to prohibit nationalized curriculum.” http://www.hslda.org/docs/nche/Issues/N/NCLBSec9527.asp
01h	Law Reference: Correspondence from teacher Bonnie Skolnik to Secretary Duncan, September 16, 2010. http://www.allartsallkids.org/references/legal_reference_01.pdf
01i	Law Reference: Correspondence from US DOE to teacher Bonnie Skolnik. October 6, 2010. Includes D.O.E. Organization Act and General Education Provisions Act. http://www.allartsallkids.org/references/legal_reference_02.pdf
02.1a	40 Years After ESEA, Federal Role in Schools Is Broader Than Ever. April 12, 2005. By Eric W. Robelen. Education Week. Federal involvement is chronicled from 1965 to 2002. Excerpts: <i>“President Clinton’s Goals 2000 initiative and the 1994 ESEA reauthorization, mandated that states develop uniform academic standards for all their students and aligned assessments to measure student progress.”</i> (ESEA update: No Child Left Behind (NCLB) Act was passed by both of houses of congress in 2001 and signed into law following inauguration by the incoming President Bush on January 8, 2002.) http://www.edweek.org/ew/articles/2005/04/13/31esea.h24.html
02.1b	Our Blind-Trust Complacency Challenge: We can almost throw darts blind folded and consistently hit false promises made to us over the years. One of the most insidious yet preventable and reversible is education’s K-12 high-stakes standardized testing, which is rapidly metastasizing in the form of cancerous Common Core State Standards (CCSS). Our elected “leadership’s” arrogance, negligence <u>and our own blind-trust complacency</u> has brought American education to the emergence of “mad as hell” parent rebellions. (see ref. link 12) March 2014, opinion from John Charles Thompson, Parents and Students for Music and Arts, All Arts All Kids and Stop High-Stakes Testing
02.1c	The Learning-Disadvantage Gap: K-12 unequal–access education chart. 2010, 2014 by John Charles Thompson, Parents and Students for Music and Arts <i>aka</i> All Arts All Kids <i>aka</i> Stop High-Stakes Testing. (This quick summary chart offers a common-sense basis for an unequal-access education court challenge to ESEA/NCLB and CCSS federal laws as well as RttT, Blueprint and other current ongoing programs that are federally funded and/or favorably influenced directly or indirectly.) Our Socio-Academic Discrimination: Refer to the Learning-Disadvantage Gap Chart (A3) and see all #10 ref links for more on civil-rights.
02.2a	<i>“And the Fourteenth Amendment [of the U.S. Constitution] starts out by saying that everyone who’s born here is a citizen of the United States and no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States. Then it demands states to respect due process, <u>equal protection</u>, and a whole bunch of other restrictions. And so what that means is that starting in 1868 when the Fourteenth Amendment was ratified, states were held to national civil rights standards so they cannot take your guns away or ban newspapers or force you to follow a religion that conflicts with your values.”</i> –from the Glen Beck Show, Fox News, June 29, 2010, excerpt from Alan Gura, constitutional law attorney.
02.2b	The question that’s haunted [democrat] Gov. Jerry Brown for 50 years. Valerie Strauss, Answer Sheet blog, Washington Post. “He said he opposes national education education standards because ‘that’s just a form of national control.’” http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/28/the-test-question-i-haunted-gov-jerry-brown-for-50-years/
02.2c	Report: Common Core poses legal questions. March 3, 2012. Lindsey Burke, The Heartlander Institute. Highlights of “The Road to National Curriculum.” For complete original version, refer to reference 05.2n. “The Road to National Curriculum: The Legal Aspects of the Common Core Standards, Race to the Top, and Conditional Waivers.” http://news.heartland.org/newspaper-article/2012/03/03/report-common-core-poses-legal-questions

02.2d	<p>Controlling education from the top: Why Common Core is bad for America. #87, May 2012, A Pioneer Institute and American Principles Project White Paper, by Emmett McGroarty and Jane Robbins. Includes legal analysis. http://pioneerinstitute.org/download/controlling-education-from-the-top/</p>
02.2e	<p>Is a small amount of federal funding controlling education in Alabama? September 9, 2012. D. Crowe, Press-Register. John Hill, al.com. (Included are examples of illegal federal meddling. Many more are within these references.) http://blog.al.com/press-register-commentary/2012/09/is_a_small_amount_of_federal_f.html</p>
02.2f	<p>Refer to ref link #10 for negligently long-overdue action warranted on civil-rights education issues.</p>
02.2g	<p>Law Reference: Correspondence from US DOE. September 25, 2010. Equal access to fine arts and balanced K-12 curriculum. http://www.allartsallkids.org/references/equal_access_to_fine_arts.pdf</p>
02.2h	<p>Letter Sent to Secretary Duncan: The Great Testing Bubble. September 4, 2010. No reply. http://www.allartsallkids.org/references/duncan_letter_20100904.pdf</p>
03a	<p>11 key questions on standardized testing for Congress to answer. March 9, 2014. Valerie Strauss, Answer Sheet blog, Washington Post. http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/09/11-key-questions-on-standardized-testing-for-congress-to-answer/</p>
03b	<p>Why NAEP isn't really 'the nation's report card'. February 28, 2014. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Richard Rothstein, Economic Policy Institute. Mr R. explores how the federal governments National Assessment of Education Progress skews its "report card" to promote its illegal endorse-and-sanction selective-subject testing agenda (NCLB, RttT, Common Core State Standards). Excerpts: <i>"When law and policy hold schools accountable primarily for their students' math and reading test scores, educators inevitably, and rationally, devote less instructional resources to history, the sciences, the arts and music, citizenship, physical and emotional health, social skills, a work ethic and other curricular areas.</i></p> <p><i>Over the last decade, racial minority and socio-economically disadvantaged students have suffered the most from this curricular narrowing. As those with the lowest math and reading scores, theirs are the teachers and schools who are under the most pressure to devote greater time to test prep, and less to the other subjects of a balanced instructional program.</i></p> <p><i>One way the federal government promotes this distortion is through its National Assessment of Educational Progress (NAEP), an assessment administered biennially in every state, but only in math and reading. Government officials spend considerable effort publicizing the results. They call NAEP "the nation's report card," but no parent would be satisfied with so partial and limited a report card for his or her child."</i> http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/02/28/why-naep-isnt-really-the-nations-report-card/</p>
03c	<p>De-legitimizing public education. November 11, 2010. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Marion Brady, UCLA educator, administrator, curriculum designer, author and columnist. http://voices.washingtonpost.com/answer-sheet/guest-bloggers/de-legitimizing-public-educati.html</p>
03d	<p>Facing the unhappy day: Three aspects of the high stakes testing movement. 2001. Kansas Law Review. 2002 prophetic comments. Many opposed NCLB and forecast its failure for students before and after it became law. Yet, lawmakers, U.S. Department of Education and incoming president Bush didn't listen and learn nor trial-test before putting futures at risk for students and for America. http://www.allartsallkids.org/references/facing_unhappy_day_excerpts.pdf</p>
03e	<p>What happened to "scientifically-based" research in ed Policy? September 15, 2013. From Valerie Strauss' Answer Sheet blog, Washington Post. Updated from P.L. Thomas; Professor of Education, author of "Ignoring Poverty in the U.S.", Alternet.com. The commentary in the last paragraph advises; <i>"In the coming decade, we must finally fulfill NCLB's call for scientifically-based research starting with repealing NCLB and ending our commitment to the [high stakes] accountability era."</i> http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/09/15/what-happened-to-scientifically-based-research-in-ed-policy/</p>
03f	<p>'No one really cares, do they?' November 27, 2013. Valerie Strauss, Answer Sheet blog, Washington Post. Excerpts: <i>"Actually, a lot of people care, because it affects what happens in classrooms to children, but, apparently, it's not too much of a concern to enough members of Congress, which was supposed to rewrite No Child Left Behind</i></p>

	<p>when it expired on Sept. 30, 2007...But if Congress doesn't get around to it, the law stays in force, so while almost everybody in education knows NCLB is desperately flawed, it still is affecting public schools.”</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/11/27/no-one-really-cares-do-they/</p>
03g	<p>“Will there be anything we will need to remember after the test?” January 6, 2011. From Valerie Strauss’ Answer Sheet blog, Washington Post. Article by Dennis Van Roekel, National Education Association and high school teacher. This vulnerable student’s innocent-yet-revealing question questions the very future of our current negligent high-stakes standardized-testing system as well as America’s future.</p> <p>http://voices.washingtonpost.com/answer-sheet/guest-bloggers/nclb-will-there-be-anything-we.html</p>
03h	<p>Are We Testing Too Much? June 17, 2011. Randi Weingarten, President, American Federation of Teachers (AFT), published by Huffington Post.</p> <p>http://www.huffingtonpost.com/randi-weingarten/are-we-testing-too-much_b_876107.html</p>
03i	<p>Ravitch: The ‘White House’s’ obsession with data is sick. February 5, 2014. From Valerie Strauss’ Answer Sheet blog, Washington Post. Excerpt of Diane Ravitch’s AFT speech: “It makes me want to throw up...the White House’s obsession with data is sick.” (The frustration-inspired, strongest words yet from co-leader of real-education reform.)</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/02/05/ravitch-the-white-houses-obsession-with-data-is-sick/</p>
03j	<p>‘I would love to teach but...’. December 31, 2013. From Valerie Strauss’ Answer Sheet blog, Washington Post. Article by veteran 7th grade innovative teacher, who fears her school administration. Here are a few excerpts:</p> <p><i>“It is with a heavy, frustrated heart that I announce the end of my personal career in education, disappointed and resigned because I believe in learning...I come from a long line of teachers and I loved school from day one...To pursue this calling, I worked hard to earn the title of ‘classroom teacher’, but I became quickly disillusioned when my title of teacher did not in any way reflect my actual job. I realized that I am not permitted to really teach students anything...Now, I was called to drag them through shallow activities that measured meaningless but ‘measurable’ objectives...I resigned myself to the superficial curriculum that encouraged mindless conformity... I had lowered the bar so much that it took hardly anything to pass...They are not allowed to fail...I taught the bare minimum and didn’t feel like my students learned anything of value, but they all got good grades. I got frequent praise for being such a “good teacher.” It made me physically ill...I would love to teach, but I will not spend another day under the expectations that I prepare every student for the increasing numbers of meaningless [standardized] tests that take advantage of children for the sake of profit... We cannot broaden our students’ horizons by placing them and their teachers into narrow boxes unless they plan to bury them. ”</i></p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/31/i-would-love-to-teach-but/</p>
03k	<p>The Paradox of Classroom Boredom. August 6, 2013. Mark Bauerlein, Professor of English, Emory University. Education Week.</p> <p>http://www.edweek.org/ew/articles/2013/08/07/37bauerlein.h32.html</p>
03l	<p>The disturbing shift underway in early childhood classrooms. August 2, 2013. From Valerie Strauss’ Answer Sheet blog, Washington Post. Article by early-education experts McLaughlin, Carlsson-Paige and Levin, ‘Defending the Early Years’ survey.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/02/the-disturbing-shift-underway-in-early-childhood-classrooms/</p>
03m	<p>Kindergarten teacher: My job is now about tests and data — not children. I quit. March 23, 2014. From Valerie Strauss’ Answer Sheet blog, Washington Post. Article about Susan Sluyter, 25-year veteran teacher, Cambridge Public Schools; in her resignation letter to her school district: “It is with deep love and a broken heart that I write this letter (of resignation).”</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/23/kindergarten-teacher-my-job-is-now-about-tests-and-data-not-children-i-quit/</p>
03n	<p>One more thing there isn’t time for in kindergarten anymore. March 26, 2014. Valerie Strauss, Answer Sheet blog, Washington Post.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/26/one-more-thing-there-isnt-time-for-in-kindergarten-anymore/</p>
03o	<p>Teacher to 3rd graders: I apologize for having to ‘quantify you with a number’. February 18, 2014. From Valerie Strauss’ Answer Sheet blog, Washington Post. Article regarding a letter written by Wendi Pillars, an ESL teacher in a rural high-poverty school in North Carolina, member of Center for Teaching Quality (CTQ) Collaboratory; submitted by Barnett Berry, founder and CEO of CTQ.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/02/18/teacher-to-3rd-graders-i-apologize-for-having-to-quantify-you-with-a-number/</p>

03p	<p>A very scary headline about kindergarteners. February 6, 2014. From Valerie Strauss' Answer Sheet blog, Washington Post. The Oregonian op-ed by Rob Saxton and Jada Rupley, State of Oregon DOE. Excerpts include: <i>"This is the legacy of behaviorism: Children are treated as passive receptacles of knowledge, with few opportunities to investigate topics and pose questions that they find intriguing. In place of discovery and exploration, tots are trained to sit still and listen, to memorize lists of letters, numbers, and colors. Their success or failure is relentlessly monitored and quantified, and they're "reinforced" with stickers or praise for producing right answers and being compliant...It's already been happening for years, and it appears to be getting worse. The end result will be kids who hate school even earlier than they do now."</i></p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/02/06/a-really-scary-headline-about-kindergarteners/</p>
03q	<p>What are U.S. ESEA/NCLB-designated core academic subjects? English reading or language, arts, math, science, foreign languages, civics and government, economics, arts, history and geography.</p> <p>http://www2.ed.gov/teachers/nclbguide/toolkit_pg10.html</p>
03r	<p>Just 1 in 4 Young Teens Meet U.S. Fitness Guidelines. January 8, 2013. The Associated Press (AP). (In many American public and charter schools, high-stakes standardized-testing has replaced recess and most P.E. classes as well as other subjects and opportunities such as band and orchestra, especially harmful to the very young and disadvantaged.)</p> <p>http://www.edweek.org/ew/articles/2014/01/08/664505usmedkidsfitness_ap.html?tkn=POQFVjY%2BURFcxlz%2FVg%2BnXuIkroeWkdkjtjgF</p>
03s	<p>What parents really think about school reform? July 22, 2013. Valerie Strauss, Answer Sheet blog, Washington Post.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/07/22/what-parents-really-think-about-school-reform/</p>
03t	<p>The Dangerous Consequence of High-Stakes Standardized Testing, December 17, 2007. The National Center for Fair and Open Testing, aka FairTest.</p> <p>http://www.fairtest.org/facts/Dangerous%20Consequences.html</p>
03u	<p>The Complete List of Problems with High-Stakes Standardized Tests. November 1, 2011. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Marion Brady, veteran teacher, administrator, curriculum designer, author and columnist.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/post/the-complete-list-of-problems-with-high-stakes-standardized-tests/2011/10/31/gIOA7fNyaM_blog.html</p>
03v	<p>The Case Against High Stakes Testing. Ongoing updates. The National Center for Fair and Open Testing, aka FairTest.</p> <p>http://fairtest.org/k-12/high%20stakes</p>
03w	<p>The Days of High-Stakes Tests Are Numbered and That's a Good Thing. March 21, 2014. By Reihan Salam, The Agenda blog, National Review Online.</p> <p>http://www.nationalreview.com/agenda/373954/days-high-stakes-tests-are-numbered-and-thats-good-thing-reihan-salam</p>
03x	<p>Too Much Test and Punish. April 30, 2012. Janice Resseger, United Church of Christ.</p> <p>http://www.ucc.org/justice/advocacy_resources/witness-for-justice/too-much-test-and-punish.html</p>
03y	<p>While students shore up basics, electives are beyond reach. February 2, 2011. Sharon Noguchi, The Mercury Times, San Jose, CA.</p> <p>http://www.mercurynews.com/education/ci_17275794</p>
03z	<p>Charter performance improving, but still varied. June 25, 2013. Stanford University, Center for Research on Education Outcomes (CREDO).</p> <p>http://hechingered.org/content/charter-performance-improving-but-still-varied_6288/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+Hechingered+%28HechingerEd%29</p>
03aa	<p>50 myths and lies about public schools. March 18, 2014. Valerie Strauss, Answer Sheet blog, Washington Post.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/18/50-terrible-ideas-for-improving-schools/</p>
03bb	<p>School reformers love 'choice,' except when ... March 19, 2014. Valerie Strauss, Answer Sheet blog, Washington Post.</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/19/school-reformers-love-choice-except-when/</p>
03cc	<p>10 Things Charter Schools Won't Tell You. December 6, 2010. Sarah Morgan, Smart Money.</p> <p>http://anhpe.org/2013/05/28/10-things-charter-schools-wont-tell-you-smartmoney/</p>

03dd	<p>Chicago charter schools expel many more kids than district schools — new data. February 26, 2014. Valerie Strauss, Answer Sheet blog, Washington Post. http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/02/26/chicago-charter-schools-expel-many-more-kids-than-district-schools-new-data/</p>
03ee	<p>The link between charter school expansion and increasing segregation. March 13, 2014. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Iris C. Rothberg, Research Professor, George Washington University's Graduate School of Education and Human Development. http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/13/the-link-between-charter-school-expansion-and-increasing-segregation/</p>
04a	<p>The danger of blaming schools for economic woes. September 21, 2010. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by George Wood, high school principal and executive director of Forum for Education and Democracy. http://voices.washingtonpost.com/answer-sheet/george-wood/the-danger-of-blaming-schools.html</p>
04b	<p>Shortage of math and science graduates is a myth. December 10, 2010. Walt Gardener's Reality Check blog, Education Week. http://blogs.edweek.org/edweek/walt_gardners_reality_check/2010/12/no_shortage_of_math_and_science_graduates.html</p>
04c	<p>Are We Fixing the Wrong Things? May 2006, Professor and author Yong Zhao, PhD, University of Oregon's College of Education. http://www.ascd.org/publications/educational-leadership/may06/vol63/num08/Are-We-Fixing-the-Wrong-Things%C2%A2.aspx</p>
04d	<p>Test Scores and Economic Competiveness. January 24, 2011. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by William J. Matthis. http://voices.washingtonpost.com/answer-sheet/guest-bloggers/test-scores-and-the-economy-ar.html</p>
04e	<p>The only international test score info you need to know. December 3, 2013. Valerie Strauss' Answer Sheet blog, Washington Post. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/03/the-only-international-test-score-info-you-need-to-know/</p>
04f	<p>The dangers of PISA envy. December 7, 2013. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Joe Bower, teacher, Alberta, Canada. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/07/the-dangers-of-pisa-envy/</p>
04g	<p>Why Arne Duncan's PISA comments miss the mark. January 6, 2014. Robert Weintraub & David Weintraub, Education Week. “Americans need to wake up to this educational reality – instead of napping at the wheel while emerging competitors prepare their students for economic leadership.” (Comments from Arne Duncan's internationally reported remarks on America's 2012 PISA score.) http://www.edweek.org/ew/articles/2014/01/08/15weintraub.h33.html</p>
04h	<p>A PISA contradiction. December 3, 2013. Valerie Strauss, Answer Sheet blog, Washington Post. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/03/a-pisa-contradiction/</p>
04i	<p>Did Shanghai cheat on PISA? December 15, 2013. Valerie Strauss, Answer Sheet blog, Washington Post. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/15/did-shanghai-cheat-on-pisa/</p>
04j	<p>So how overblown were No. 1 Shanghai's PISA results? March 20, 2014. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Leslie Rutkowski and David Rutkowski, Indiana University School of Education. http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/20/so-how-overblown-were-no-1-shanghais-pisa-results/</p>
04k	<p>Why is a country the size of New Mexico [Finland] beating the U.S. in academic performance? December 2, 2013. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Dennis Van Roekel, National Education Association president and Olli Luukkainen, Finland Union of Education president. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/02/why-is-a-country-the-size-of-new-mexico-beating-the-u-s-in-academic-performance/</p>
04l	<p>The brainy questions on Finland's only high-stakes standardized test. March 24, 2014. From Valerie Strauss' Answer Sheet blog, Washington Post. Article by Pasi Sahlberg, schoolteacher and teacher educator, author of best seller: “Finnish Lessons: What can the world learn from educational change in Finland.” http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/24/the-brainy-questions-on-finlands-only-high-stakes-standardized-test/</p>