

Fields marked with a * are required.

First Name *

Last Name *

What office and district are you running for? * Superintendent of Public Instruction

City *

Email * jillian4supt@gmail.com

1. Are you familiar with the Common Core State Standards and how it is affecting education in our state?

- It's new to me, but I will learn more.
- A working knowledge and NOT in favor of it.
- A working knowledge and in favor of it.
- Other

Comments

I am opposed to adopting a one-size-fits-all set of standards, as we have in Wyoming, with no changes to make them more rigorous and reflective of Wyoming values. I am also opposed to the federalization that will come with adopting national standards. This includes defacto curriculum at a great cost to local boards' ability to make decisions, data mining of students, assessing/over-assessing, and more. I understand that the current standards, adopted in 2012, are not favored by a growing number of concerned parents, educators, and advocacy groups. These citizens need to have a voice. As Superintendent of Public instruction, I will work more closely with parents and other partners in education.

2. Would you consider sponsoring legislative remedies in the upcoming legislative session that would include a total removal of Common Core in Wyoming and mandating state-created standards of higher quality?

- Yes
- No
- Other

Comments

Prior to the the next legislative session, I will take office. By then, I will have clearly outlined a robust process for reviewing the current standards that includes holding focus groups in communities, increased and better communication with important partners and parents, and a robust review process that ensures parents are heard. While the SPI does not have the authority to repeal or adopt standards,

she has the responsibility to take the voice of the people to the SBE and work with them on adopting standards. In other words, I would like to see the removal of Common Core through a process that does not include legislation and is reflective of peoples' voices, not legislative amendments. The Common Core has components that Wyoming may want to keep. There are many other components that need to be reworked, removed, augmented, or replaced.

3. Do you believe the budget footnote defunding the NGSS was the correct decision for the state of Wyoming?

- I agree that this is the direction that the majority of educators and parents feel we should go.
- I disagree and feel that the NGSS should have a place in Wyoming
- Other

Comments

There is not a rush to adopt new science standards in Wyoming and no way to measure their effectiveness at this time. We have much work to do with stakeholders before adopting Wyoming's science standards. NGSS is off-the-shelf and not right for Wyoming.

4. Do you feel it is important the Wyoming Department of Education improve communication with parents/public to allow for meaningful input into the education of their children and support legislation strengthening current communication practices?

- Yes
- No
- Other

Comments

The current and primary means of communication from WDE is superintendent's memos. It is incumbent on the public to sort through memos for information or for district superintendents to pass the information onto others. This is not effective and hinders educational success. I would like to see a system set up whereby anyone in Wyoming can opt into receiving information, much like we can do with WYDOT (select roads in Wyoming and receive updates as road conditions change). To illustrate, citizens might choose from a menu of topics such as assessment, press releases, standards, public meetings, etc. Additionally, Senator Barrasso has had a great deal of success with his telephone town halls. This has a great deal of potential. Finally, I would like to establish a feedback loop with local districts and advocacy groups. Vital partnerships with the WDE have been damaged or neglected and need to be rebuilt. There are a number of partnerships that have never been strong that need to be explored. More than the superintendent, WDE, and government entities need to provide input on important decisions in education.

The Statewide Longitudinal Data Systems (SLDS) is a citizen tracking program, and a grant program, that rewards states financially for participating. It's also called P-20, which stands for preschool through age 20 (workforce) tracking. It will hold data and share it statewide and with third parties. This data includes an unique identifier for every student that does not permit a student to be individually identified (except as permitted by federal and state law) and also includes the following; school enrollment history, demographic characteristics, and program participation record of every student; information on when a student enrolls, transfers, drops out, or graduates from a school; students scores on tests required by the Elementary and Secondary Education Act; information on students who are not tested, by grade and subject; students scores on tests measuring whether they're ready for college; a way to identify teachers and to match teachers to their students; information from students' transcripts, specifically courses taken and grades earned; data on students' success in college, including whether they enrolled in remedial courses; data on whether K-12 students are prepared to succeed in college; a system of auditing data for quality, validity, and reliability; and the ability to share data from preschool through post secondary education data systems.

5. Would you support legislation insuring that parents are informed about the data being collected on their children in public school, which also includes information on how that data is being used and mandates safeguards for protecting that data? *(The following language would also be included in the legislation: not allowing data to be shared between state agencies, not collecting data without written parental consent (opting-In), not sharing the child's name or any identifying information outside the local district, etc.)*

- Yes
- No
- Conditionally

Comments

I have consistently opposed collecting data for the sake of collecting data and have a record of "no" recommendations. As a parent who understands data collection, I am concerned about this issue and the concept of collecting data for the sake of collecting data. This is an increasingly important issue. Additionally, while school districts and the State do their best to safeguard data, what is a parent's right to know when there is a breach? I am concerned about the lack of discussion about this as well.

6. Do you support legal recourse to the entity who is gathering data on Wyoming citizens, should the data be misused or stolen by a third party due to insufficient safeguards protecting the data held by the State Longitudinal Database (SLDS)?

- Yes
- No
- Other

Comments

7. Should the state level standardized test (PAWS) be changed to a national test such as Smarter Balanced Assessment Consortium (SBAC) or Partnership for Assessment of Readiness for College and Careers (PARCC), who are both partnered with the American Institute for Research (AIR - a behavioral and social science research and evaluation organization)?

- Yes
- No
- Other

Comments

A national test creates a de facto curriculum and takes away local control. It also creates a scenario in Wyoming where students are over-assessed or assessed on common core standards, not Wyoming standards (post 2017 at the latest).

8. Do you believe that tying a teacher's evaluation to her/his students' test scores is detrimental to good teaching practice and encourages teaching to the test?

- Yes and I will support legislation preventing it.
- No
- Other

Comments

Assessment data/results, not individual test scores, can account for a small portion of a teacher's evaluation when the school is working toward common goals. Data should be growth data, not proficiency data. To illustrate, if a school is working toward raising reading scores, it is possible to quantify how each teacher contributes to that school goal. This should not be significant enough to "make or break" a successful teacher. Having this aspect in a teacher evaluation makes goals more measurable, data more meaningful, and a schoolwide goals achievable because the target is clear and there is shared responsibility. Performance evaluations must be about teacher performance and not student success. Teachers should never mistake teaching to the test for quality teaching and meaningful learning.

9. Do you believe that parents have the Constitutional right that allows for their input and grants them as the final decision maker in the education of their child, when it comes to the standards, curriculum, absenteeism, homeschooling, etc?

- Strongly Agree
- Agree

- Disagree
- Strongly Disagree
- Other

Comments

Education is a family decision, first and foremost. I will fight to protect that right.

10. Additional comments about Education

Thank you for the opportunity to address these very important topics in education. Oftentimes it is expected that candidates will give yes or no answers to complex and dynamic topics. I thank you for the opportunity to explain my yes and no to each question. I look forward to working with your group and I believe that ideas and solutions are better after undergoing rigorous questioning and dialogue. This will lead to the best results for our children--strong and stable leadership is essential and as State Superintendent, I will be that leader.

WCOCC 2014 Candidate Survey