


After
standards
The Future of History

From the Practical to the Perverse

Lessons from the Texas Experience with K-12 History Standards



Don't mess with Texas.

Keith A. Ereksion
University of Texas at El Paso


From the July 2010 AHA meeting

What happens after standards?

- Processes for demonstrating graduate achievement of standards must be efficient, transparent, and sustainable.
- Processes for assuring academic standards must not give rise to perverse consequences (e.g., standardisation of curricula; uniform exit tests).

AUSTRALIAN LEARNER STANDARDS COUNCIL

A Little Context





California 1988

Texas 1998

National Standards 1994-6

One Nation, Under Texas






Practical Impacts

- College and Career Readiness
 - 40% of Texas college students require remedial courses
 - This increases the time to earn a degree (if at all)
 - Costs Texas taxpayers \$80 million per year

Texas College and Career Readiness Standards



Practical Impacts

- College and Career Readiness
 - 18 sets of standards! (40-150 pages each)
- Teacher Preparation
 - Faculty unaware of systemic accountability mechanisms

Perversion by Politics



Texas State Board of Education, 2010

Perversion by Politics



Ring of Performance Ring of Power Ring of Persuasion

The Result . . .

Upon completion of a bachelor degree with a major in History, graduates will be able to:

<i>Knowledge</i>	1. Demonstrate an understanding of at least one period or culture of the past. 2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past. 3. Show how History and historians shape the present and the future.
<i>Research</i>	4. Identify and interpret a wide variety of secondary and primary materials. 5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
<i>Analysis</i>	6. Analyse historical evidence, scholarship and changing representations of the past.
<i>Communication</i>	7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
<i>Reflection</i>	8. Identify and reflect critically on the knowledge and skills developed in their study of History.

The Result . . .

- Bloated ○ 2,428 to 3,963 words (163%)

<i>Knowledge</i>	1. Demonstrate an understanding of at least one period or culture of the past. 2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past. 3. Show how History and historians shape the present and the future.
<i>Research</i>	4. Identify and interpret a wide variety of secondary and primary materials. 5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
<i>Analysis</i>	6. Analyse historical evidence, scholarship and changing representations of the past.
<i>Communication</i>	7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
<i>Reflection</i>	8. Identify and reflect critically on the knowledge and skills developed in their study of History.

The Result . . .


- Bloated
- Uneven Growth
- “democracy” removed
- “constitutional republic”
- “free enterprise system” has only “benefits”
- Democratic legislation has “unintended consequences”

The Result . . .

- Bloated
- Uneven Growth
- Students will “analyze the effectiveness of the approach taken by some civil rights groups such as the Black Panthers versus the philosophically persuasive tone of Martin Luther King Jr.’s ‘I Have a Dream’ speech and his ‘Letter from the Birmingham Jail’”

The Result . . .

- Bloated
- Uneven Growth
- No Room for Education




The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

The Result . . .

- Bloated
- Uneven Growth
- No Room for Education

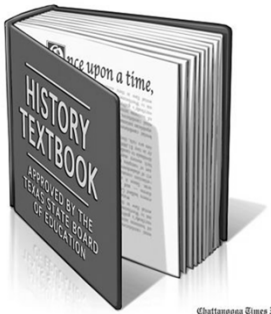


The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Politics Hijacked Education



© Chattanooga Online Free Press Bennett

Politics Hijacked Education

“Poll shows support for improving education”

Politics Hijacked Education

“Poll shows support for improving education”

Kate Alexander, "Poll shows support for depoliticizing education," *Austin American-Statesman*, July 13, 2010

Politics Hijacked Education

“Texas Schools Board Rewrites US History with Lessons Promoting Problem Solving and Analytical Writing”

Politics Hijacked Education

“Texas Schools Board Rewrites US History with Lessons Promoting Problem Solving and Analytical Writing”

Chris McGreal, "Texas Schools Board Rewrites US History with Lessons Promoting God and Guns," *The Guardian*, May 16, 2010

Politics Hijacked Education

“Ignoring Politicized Polemics, Texas Board Approves Rigorous Curriculum Standards”

Politics Hijacked Education

“Ignoring Politicized Polemics, Texas Board Approves Rigorous Curriculum Standards”

Katherine Mangan, "Ignoring Experts' Pleas, Texas Board Approves Controversial Curriculum Standards," *Chronicle of Higher Education*, May 23, 2010

Politics Hijacked Education

“Texas Education Leader to Receive First Ever Nobel Prize for Education”

Politics Hijacked Education

“Texas Education Leader to Receive First Ever Nobel Prize for Education”

Lauri Lebo, "Don McLeroy to Receive Eagle Forum Patriot Award," *Religion Dispatches Magazine*, June 2, 2010

