



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
April 9, 2015, Part 5

BE IT REMEMBERED THAT on April 9, 2015, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Paul Lundeen (R), Chairman  
Marcia Neal (R), Vice Chairman  
Elaine Gantz Berman (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Debora Scheffel (R)  
Angelika Schroeder (D)



1                   CHAIRMAN LUNDEEN: State Board will come  
2 back to order. The next item on the -- actually, we have  
3 Board reports, don't we? Give me a second here.

4                   MS. NEAL: Actually, I could have done a  
5 Board report on my rural schools thing, but I won't,  
6 given the time limit we have. I will maybe e-mail it all  
7 to you. It was quite interesting.

8                   CHAIRMAN LUNDEEN: Okay, that's a pass.  
9 Anybody else? We are at individual Board Member reports.  
10 Angelika, go ahead.

11                   MS. SCHROEDER: I'm going to be really  
12 quick, but one of the topics that came up both at the --  
13 at NASB -- both at the legislative portion of the  
14 conference, and at my study group, were presentation  
15 around chronic absenteeism. So there is a real push to  
16 bring --

17                   CHAIRMAN LUNDEEN: Throughout the grade  
18 levels?

19                   MS. SCHROEDER: Starting in kindergarten.  
20 The research shows that in kindergarten, when we see  
21 chronic absenteeism, we can predict a drop-out. And I --  
22 and I have asked -- after I got called in my school  
23 districts this month, it was one of the things that I  
24 brought up: Are we measuring it? What are the  
25 interventions, et cetera? I think we should think about



1 this and maybe find out to what extent this is really  
2 seen as an urgent issue.

3 I think we give parents sometimes mixed  
4 messages, especially in the early grades, that the  
5 experiences they pull them out of school for are probably  
6 better than what they're getting in school. That's a  
7 lousy message. But this -- this whole notion of -- we  
8 collect -- we collect attendance measures, and it might  
9 be 95 percent or even 98 percent, but that does not  
10 measure the chronic absenteeism of some kids. And that  
11 it's a huge piece that we ought to be thinking about at  
12 the policy level. And I'm not suggesting that I have any  
13 idea what the policy should be. But at least we should  
14 be having some conversations about how critical this is,  
15 and how early the interventions should be occurring.  
16 Thank you.

17 CHAIRMAN LUNDEEN: Jane?

18 MS. GOFF: I'll just tie in to that and  
19 say, yes, and as -- as we were hearing, and when --  
20 whenever we -- the idea of the average daily -- the study  
21 idea. Whatever kind of attendance study, or enrollment  
22 study we're thinking about doing from here forthwith, I  
23 think that would be a great part -- a great aspect to --  
24 to really look at including. Because it is different  
25 than just how many kids are absent on a particular day,



1 and the patterns -- not to use that in a -- any labeling  
2 way, but there are patterns, and there are trends that  
3 can be seen in kids from a very early age that are also  
4 indicators of success.

5           Want to give a clear example that she  
6 provided that day for us, was third grade reading. I  
7 mean, you can track -- kind of go back on that. And if -  
8 - if you've got young children -- kindergarten around,  
9 and younger or a little bit older, some of these kids who  
10 are averaging perhaps 26 days of missed school -- that's  
11 a lot. It's a very -- that's a very high number of  
12 complete days to be gone for young children in school.  
13 But there are kids unfortunately in that little track  
14 there. And it shows up by the time they need to be  
15 reading, which is third grade, thereabout. And they  
16 can't. There's a great tie-in to it. So I'd say, if we  
17 can remember that, can we add that to our study with  
18 (indiscernible).

19           CHAIRMAN LUNDEEN: When we have time.

20           MS. GOFF: When we have time.

21           CHAIRMAN LUNDEEN: Dr. Scheffel?

22           MS. GOFF: I will --

23           CHAIRMAN LUNDEEN: Oh, I'm sorry, didn't  
24 mean to cut you off.

25           MS. GOFF: I will also do what Marcia



1 plans to do around the written report, or a quick update  
2 in writing about the rest of the NASB activities.

3 CHAIRMAN LUNDEEN: Excellent. I would  
4 have written you a short letter, but I didn't have time,  
5 so I've got this long letter. No, I'm kidding.

6 So with that, we'll move on to public  
7 comment. For those of you who have not been here before,  
8 the ground rules are you get three minutes. I've got a  
9 little timer here. I'll hold it up so hopefully you can  
10 hear it. Please finish your thought, but do not open a  
11 new thought after your time window has expired. We are  
12 grateful you're here, and Jessica Cuth -- Cuthperson --  
13 Cuthbertson (ph) is first on the list. Janet Anderson is  
14 following. Good afternoon.

15 MS. CUTHBERTSON: Good afternoon. Thank  
16 you, Members of the Board. Thanks for taking the time to  
17 hear my comments, even though you already voted on the  
18 resolution I'm going to be speaking about.

19 A few weeks ago I proctored the  
20 transitional Colorado assessment, or TCAP, for what is  
21 supposed to be the last time. I watched my seventh  
22 graders tackle nine sections; three math and six  
23 literacy, over the span of a two week period. While  
24 strict proctoring guidelines prevent me from exploring  
25 the assessment myself, I was proud of the way the



1 students handled this annual disruption to instruction.  
2 Of course, they are trained well; for the past five  
3 years, or since they were in third grade, they've always  
4 taken CSAP or TCAP. The booklets, directions, covered up  
5 walls, and time constraints are all very familiar. So  
6 what made this year different?

7 This year, aspects of the assessment made  
8 my students snicker and sneer. And not just because  
9 they're seventh graders. This year, more than any other,  
10 they saw a sharp disconnect between TCAP and the critical  
11 thinking and collaborative problem solving they are doing  
12 in math, or the authentic reading and writing tasks that  
13 we work on in English class. Teachers -- myself  
14 included, are using the Colorado Academic Standards as a  
15 framework for instruction. But the assessment looked far  
16 more like the CSAP of the past than the PARCC of the  
17 future.

18 What do students have to say about this  
19 year's TCAP? This is what I heard over lunch break:  
20 "Why would they ask us to write about writing?" "Was  
21 that supposed to be an argument prompt?" "Where is the  
22 research?" "Who publishes on lined paper with pencils,  
23 anyway?" "Do you think they choose boring passages on  
24 purpose, so that we give up and stop reading?" And my  
25 personal favorite: "Why don't they let our literacy



1 teachers create the prompts? They'd never make us do  
2 stuff this boring."

3           After they voiced frustration about the  
4 decontextualized writing prompts, I gave myself a  
5 homework assignment. I put myself in the shoes of a  
6 seventh grader, came home and accessed a PARCC released  
7 item on the website. This particular bank of items  
8 focused on the life and accomplishments of Amelia  
9 Earnhardt. Here is what I learned: The texts were  
10 interesting and I was presented with three different  
11 sources or perspectives -- a brief biography, a video  
12 clip, and a newspaper article. The writing I was asked  
13 to compose was based on a topic I had just read and  
14 researched. Not a random prompt like the one my students  
15 saw on TCAP. The multiple choice items demanded that I  
16 actually read, understand, and think critically about the  
17 information being presented. The text mirrored what I  
18 would see in a real social studies or literacy class.

19           I do not believe there is a perfect  
20 standardized assessment, nor am I naïve enough to believe  
21 that as a state, or a nation, we'll dump standardized  
22 testing all together. Though a girl can dream. So as a  
23 teacher testing -- teaching, I should say, and the  
24 reality of high stakes testing, I want the best possible  
25 standardized assessments for my students. TCAP isn't



1 cutting it. PARCC is a giant leap forward. Please don't  
2 let "perfect" get in the way of significantly better. We  
3 cannot afford to waste our student's time on assessments  
4 that aren't aligned to the standards we are using to  
5 teach them. Thank you.

6 CHAIRMAN LUNDEEN: Perfect timing. Janet  
7 Anderson, followed by Elizabeth Berg (ph).

8 MS. ANDERSON: Hi. Good afternoon. Thank  
9 you for allowing me the time to speak before your Board  
10 today. I am here to speak in support of the Colorado  
11 Academic Standards.

12 I'm the parent of two boys; a second  
13 grader and a fourth grader at Parmelee Elementary School  
14 in Jefferson County. I came here today to let you know  
15 that I support the Colorado Academic Standards, including  
16 the Common Core State Standards that are incorporated  
17 into the standards for English and Math. I want to share  
18 with you that I am already seeing these standards impact  
19 my children in positive ways.

20 My fourth grader recently worked through a  
21 writing assignment that had him tied up in knots. He was  
22 quite worried about how to accomplish this assignment. A  
23 500 plus word writing exercise challenging the students  
24 to enter a known story as a character, change the plot  
25 and outcome, utilizing specific writing techniques. He



1 could not imagine how he would be able to write such  
2 volume and do it well. There were a few tears and some  
3 angst as he thought through this assignment. With the  
4 assistance of his wonderful teacher, he came up with a  
5 great plan of attack, and then his writing started to  
6 flow. The exercise overall took a couple of weeks, but  
7 after that initial anxiety, he began enjoying the  
8 challenge. It was so exciting to see his look of pride  
9 and sense of accomplishment.

10 When I spoke with his teacher about this  
11 episode and my son's struggle, she related that it is  
12 true that the higher standards will push kids out of  
13 their comfort zone. They are being stretched to reach  
14 new goals and it is in the stretching that real growth  
15 occurs. Although I empathize with my child's discomfort,  
16 I am excited to see him accomplishing challenging work.  
17 I look forward to more of these experiences, watching  
18 both of my son stretch and grow intellectually.

19 I ask that you please continue supporting  
20 the progress we are making in our schools with the new  
21 academic standards and aligned assessment. And I will  
22 end today with a reminder that a challenge is not  
23 inherently bad for our students. I support these new  
24 standards because they will challenge my sons, and I know  
25 that they will meet that challenge head on with the



1 guidance of their teachers and I can be confident each  
2 year they will take another step toward being ready for  
3 success in their college and career choices. Thank you.

4 CHAIRMAN LUNDEEN: Thank you. Elizabeth  
5 Berg and then Debra Cole (ph).

6 MS. BERG: Good afternoon, my name is  
7 Elizabeth Berg; principal at James Irwin Charter  
8 Elementary School in Colorado Springs, with 540 students,  
9 57 percent minority, 46 percent free and reduced lunch.  
10 We have received the John Irwin School of Excellence  
11 Award three times. We support accountability and we  
12 support reasonable tests. We are closing the achievement  
13 gap.

14 We do not support tests that give  
15 unreliable results, or that violate principles of sound  
16 academic measurement, extensive high stakes computer-  
17 based tests for students who are primarily taught pencil  
18 to paper will only provide invalid data. The new tests  
19 are fraught with problems in scheduling and crushing  
20 costs. But the details of the test keep adding myriads  
21 of other ways the tests interfere with instruction and  
22 the well-being of our students. The PARCC and CMAS test  
23 for 2015 will be time intensive, but will yield  
24 misleading results. For instance, one of the PARCC tests  
25 from CDE in March for ELA for fourth grade, lasts 80



1 minutes long with extended time adding another 40  
2 minutes; 120 minutes total. CDE directs us to plan at  
3 least two and a half hours for that testing session,  
4 barring common computer problems that occur regularly.  
5 Two and a half hours at a computer, writing for a ten  
6 year old.

7 Is that what you truly think is best for  
8 students? The accommodations for this test are absurd.  
9 After 80 minutes, the students who need extended time  
10 supposedly will keep working for another 40 minutes,  
11 while students who don't need extended time can either  
12 leave the computer lab, or quietly read a book for 40  
13 minutes. Think about this: The students who need  
14 extended time have that accommodation because they are  
15 easily distracted, or they have challenges in focusing or  
16 accomplishing that academic skill. They need frequent  
17 breaks. So is it reasonable that as they see their  
18 students either pulling out a book to read, or walking  
19 past them to leave, the struggling students will be  
20 motivated to continue slugging it out for another 40  
21 minutes. Do you think this will give reliable test data  
22 for ten year olds?

23 But alas, Colorado testing will increase  
24 even more in 2015. CDE informs us of new tests to be  
25 added in January, listening and speaking. We are told



1 that the details are still being worked out. Members of  
2 the State Board of Education, this is what Colorado  
3 schools are facing in 2015: January -- listening and  
4 speaking tests, details TBA. March -- five PARCC test  
5 sessions per class starting in grade three, lasting  
6 anywhere from 80 minutes to two and a half hours,  
7 according to CDE. April -- three CMAS tests per class,  
8 starting in grade four. May -- four PARCC test sessions  
9 per class, starting in grade three. January, March,  
10 April, May. Do you really think that Colorado will get  
11 reliable achievement data in May on the performance-based  
12 assessments when students are already passed their peak  
13 for high stakes assessments? Thank you very much.

14 MS. NEAL: Thank you.

15 CHAIRMAN LUNDEEN: Thank you very much.  
16 Another perfectly timed. Debra Cole followed by Rudy  
17 Zite (ph).

18 MS. COLE: I'm Debra Cole, a founder of  
19 Cheyenne Mountain Charter Academy and a consultant with  
20 James Irwin Charter Schools for many years -- both in  
21 Colorado Springs. I would like to address the Board and  
22 the Commissioner on concerns regarding HB-14-12-02. And  
23 this with full recognition that this Board is not  
24 responsible for the legislation, but maybe you'll pass it  
25 on.



1 (indiscernible - multiple speakers)

2 MS. COLE: The window provided for the 15  
3 member task force to complete its work is extremely  
4 small. Six months is insufficient time to investigate or  
5 provide a meaningful analysis of the issues with which it  
6 is tasked. The unrealistic deadline puts tremendous  
7 pressure on the group and greatly compromises any  
8 results. I object to the presence of representatives of  
9 the business community on the panel. It is no more  
10 appropriate for business people to weigh in on matters  
11 concerning assessments, than members of the ministry, or  
12 the military. If they've been invited because of the  
13 workforce emphasis of Common Core, I respond that I  
14 emphatically reject workforce readiness as a valid  
15 criterion for educational excellence.

16 Perhaps most serious, it appears that the  
17 work of the taskforce is building on that of WestEd,  
18 which has already been contracted by CDE to perform a  
19 study of assessment implementation. I protest any  
20 involvement of WestEd in this undertaking, because  
21 WestEd's credibility is seriously undermined by its close  
22 links and commitment to Common Core. Its president sat  
23 on the Common Core validation committee. It has been  
24 involved in assessment development for both testing  
25 consortia. WestEd has been the recipient of almost three



1 million dollars from the Gates Foundation, perhaps the  
2 most aggressive proponent of Common Core in the country.  
3 These clear conflicts of interest make it certain that no  
4 study or analysis of Common Core related assessments will  
5 be objective or unbiased.

6           The public has been increasingly dismayed  
7 as the Common Core regime has been unveiled in recent  
8 months. More than once we have had the experience of  
9 being lectured by supercilious education commissures  
10 about toeing the line on Common Core. We've begun to  
11 read articles about how governors in various states are  
12 attempting to dupe the public by rebranding Common Core  
13 while retaining its substance. Most recently, in  
14 Indiana. Distrust of those who are supposed to be acting  
15 as public servants is growing. This bill is likely to  
16 feed such distrust because it has the earmarks of an  
17 elaborate whitewash whose results are pre-determined.

18           The concerned citizens of this state are  
19 neither gullible, nor stupid. We urge the Colorado State  
20 Assembly, the Board, and the State Department of  
21 Education to go back to the drawing board and outline a  
22 process for reconsideration of Common Core and its  
23 assessments whose timeframe is plausible, and whose  
24 expert participants are independent and not tainted by  
25 conflicts of interests. Only in this way can the public



1 be convinced that such an exercise is legitimate and  
2 undertaken in good faith by those entrusted with the  
3 public education policy in Colorado. Thank you.

4 CHAIRMAN LUNDEEN: You folks are like,  
5 practicing your three minute speeches, aren't you? I can  
6 tell. Thank you very much. Rudy, you're up. And then  
7 following Rudy, Liz -- or Lisa Guydish -- Guidish (ph).

8 MR. ZITE: Good afternoon, thank you for  
9 the opportunity to speak to you today, and thank you  
10 Chairman Lundeen for bringing this important issue to the  
11 forefront.

12 I was never a very good student and I  
13 wasn't educated in Colorado either in my elementary  
14 years, or college. And -- but once I graduated college,  
15 I found my niche in the working world. And I have to say  
16 that I'm still searching for different things after so  
17 many years. I'm currently on my fourth career. So I  
18 don't fit into the mold, nor do I fit into the mold as a  
19 parent of two kids that are currently in high school.

20 So I have a little bit of a thing with  
21 PARCC testing. And for that reason -- I had been  
22 satisfied with our public school system here in Colorado  
23 and grateful for the diversity that we have. That is  
24 until recently. There seems to be more and more focus on  
25 testing and teaching to the test. I have noticed that



1 the system is being unnecessarily forced into a common  
2 trend with the implementation of Common Core and the  
3 associated testing consortiums.

4 I have charter schooled my children and  
5 school of choice my kids, because they are both very  
6 different. Not unlike myself. They have different  
7 interests, learning styles and abilities. Different.  
8 Not common. Standardized testing methods cannot measure  
9 their abilities, nor can it track their future  
10 development endeavors. I urge you to -- I know you  
11 already did support it -- but I urge you to support  
12 opting out of the PARCC testing consortium. Don't  
13 handcuff our teachers. Don't shackle our children with  
14 the constraints that PARCC and Common Core standards  
15 places on our children. Don't use my kids as an  
16 experiment.

17 I choose to rely on teachers that live in  
18 my community, on a Board of Education that is answerable  
19 to me and my neighbors. I do not trust far away  
20 corporations and unelected bureaucrats in a faraway place  
21 doing favors for major corporate interests. Don't be  
22 persuaded by unproved tests and curriculum, and funded by  
23 -- from corporations that do not have the best interests  
24 of my children in mind. Contrary to some of the comments  
25 made here today, many states and education experts would



1 disagree with those that these are higher standards.

2 Furthermore, we object to the data mining  
3 of the children. Just look at all the technological,  
4 scientific medical advances that have occurred in the  
5 past two decades. Colorado and our nation in general has  
6 never had a problem producing an innovative workforce who  
7 generate value to our communities and our country, and  
8 society. The only consortium that I would like to see in  
9 Colorado is one that consists of parents, teachers, our  
10 local school boards and this body right here. Thank you  
11 very much for your time.

12 CHAIRMAN LUNDEEN: Thank you. Have to  
13 wait for the timer, because you are all doing so well.  
14 Ed Heins (ph). Oh, I'm sorry --

15 MR. HEINS: I'm after her.

16 MS. GUIDISH: Lisa Guidish.

17 CHAIRMAN LUNDEEN: Okay, thank you. Lisa,  
18 go ahead.

19 MS. GUIDISH: Hi, thank you. I don't have  
20 a very prepared speech, so I apologize. I appreciate  
21 being here.

22 I've taught for 15 years, stayed home to  
23 raise my twin daughters, they are now in fifth grade. I  
24 started subbing this year and have had quite an education  
25 going from school to school. This is kind of some of the



1 information I've gleaned from being a sub throughout the  
2 district.

3 Common Core to me, is a nebulous entity.  
4 The teachers that I meet and work with, don't know what  
5 it is. And the staff lounge, a teacher said, "I love  
6 Common Core, I wish I knew what it was." This program is  
7 filtering in the schools without a scope and sequence for  
8 the teachers to see. In one of my classes, we -- my  
9 class was called Backwards by Design. We need to know  
10 where we're going to go, and then we go backwards to get  
11 there. Well, the teacher now -- the boots on the ground,  
12 they don't see the full picture. They are given chapter  
13 by chapter to teach specifically math, is what I'm  
14 thinking about now. As a substitute I come with  
15 substitute plans, and I went into a classroom and the  
16 teacher gave me a typewritten chapter. Here we are --  
17 this is where we are now. She didn't know where they are  
18 going.

19 So my questions is: Why are we even  
20 adopting something that is not fully tested? Everyone  
21 has not had a chance to really use and try it. It seems  
22 to me in my experience with education, we jump in with  
23 both feet and we throw the baby out with the bathwater.  
24 So many programs that I've been involved with, we jump  
25 in, we spend all of our money on it, we realize maybe



1 it's not the greatest thing. We jump out of the bathtub,  
2 and we jump back into something else. I just think  
3 Common Core is one of those things.

4 I know this meeting is about the PARCC  
5 test, but I think it relates in that we don't know what  
6 the PARCC test is yet. We haven't -- we haven't seen if  
7 it's really good or bad. Maybe it's the best thing ever  
8 for our children, but why are we doing it until we know  
9 that for sure? Something I know a Common Core  
10 recommended reading book is *The Bluest Eye*. I'm sure all  
11 of you know what that it. It's a book from a child  
12 molester's point of view. That's recommended reading for  
13 high school. Very graphic, specific language about how  
14 the child molester feels as he's molesting a young  
15 girl. Sorry for the tears. If that's Common Core -- I  
16 don't want it. Excuse me, I didn't mean to do this.  
17 Sorry. I'm going to use all my time by crying, I've got  
18 to stop. Okay, thank you. Sorry.

19 CHAIRMAN LUNDEEN: Thank you for your  
20 thoughts. Ed Heins?

21 MR. HEINS: Thank you, Mr. Chairman, the  
22 Board. I'm a consumer of education. I have two children  
23 -- six children, two of which graduated from Colorado  
24 high schools. I have three grandchildren who will be in  
25 Colorado's schools this fall. My fifth grade grandchild



1 -- grandson -- is at Liberty Common School that is now  
2 principaled by a former member of this board, Bob  
3 Schaeffer, who was a founding parent. And I watch the  
4 performance that I see you tell us about the performance  
5 of charter schools in this state, and I see parents  
6 voting with their children's future, rushing to charter  
7 schools as fast as they can get them there.

8 I propose -- I submit to you that the  
9 better approach to our kids education is the model  
10 followed by Colorado's charter schools, rather than PARCC  
11 and Common Core. I too went out to Utah and I found some  
12 parents in Utah that have pointed out to us that PARCC  
13 and Common Core violate at least three federal statutes.  
14 They -- they don't -- they prohibit the Department of  
15 Education being developed -- in development of curriculum  
16 and testing and -- and the strongest one was it prohibits  
17 the Department of Education putting anything on the  
18 states that they have to spend additional money to do.  
19 These are federal laws that Common Core and PARCC  
20 violate.

21 I'm glad for your vote today. I believe  
22 that all elected officials in the state of Colorado  
23 should jealously and fiercely defend our sovereignty and  
24 our independence from federal directives, and I believe  
25 that you've taken the right action today, and I think you



1 for that action. Thank you.

2 CHAIRMAN LUNDEEN: Thank you.

3 MS. NEAL: Moving right along, aren't we.

4 CHAIRMAN LUNDEEN: Lisa spoke -- Jennifer  
5 Phillips (ph). And then following Jennifer, Angelique  
6 Matthews.

7 MS. PHILLIPS: Hello, thank you very much  
8 for letting me speak today. Again, thank you also for  
9 your decision today. I applaud your efforts in making  
10 that happen. I know a lot of my colleagues will be very  
11 excited when I can tell them this tomorrow.

12 My name is Jennifer Phillips, I am a  
13 teacher here in JeffCo. I have taught now for 16 years.  
14 And the whole part of tonight is part -- this fall, as  
15 many people know, we are doing the CMAS, which is the  
16 science and social studies version of PARCC. As a  
17 teacher, we have just finished training for these PARCC  
18 tests. We had to sign a pink sheet that basically said  
19 we understand that if we help our students in any non-  
20 verbal or verbal way, that any administrative action  
21 could be taken. I did not sign that piece of paper.

22 Then, as a teacher, we were to go onto the  
23 Pearson.com website to create an account so that we could  
24 also be able to administer this CMAS test. Well, as most  
25 people do when creating an account, you do your clicks



1 and when you get to the terms of agreement, it's like ten  
2 pages long, and you just scroll through it and click  
3 "okay". That kind of made me nervous, knowing all of the  
4 secretiveness behind this whole process. So I read it.

5 I was to -- two things stood out to me.  
6 As a teacher, I understand that certain demographic  
7 information will be taken from all students, and that the  
8 education agency has access to any other demographic  
9 information as needed. And it doesn't state who the  
10 education agency is. And my -- my administrative -- my  
11 school could not say either. It also said that at any  
12 time the education agency may give access to this other  
13 demographic information to a third party, if it is  
14 requested in writing. And that to me just didn't sound  
15 safe for our students. At the very end of the agreement,  
16 I was supposed to sign, it said it all caps, "All  
17 transmissions are not secure, all transmissions are done  
18 at your own risk." And that was what I was supposed to  
19 agree to.

20 It doesn't sound safe for our students, it  
21 doesn't sound for our teachers. And so I could not agree  
22 to make an account on Pearson. Two of us in our building  
23 did not agree. And so we are not administrators of this  
24 test. It gets us out of it, but it does not get our  
25 students out of it. This year they are going to take



1 three 80-minute sessions. Next year, they will take 16  
2 80-minute sessions unless our legislator does --  
3 legislature does their job.

4 We cannot put their privacy and their  
5 security at risk. We cannot put teacher's jobs and their  
6 profession at risk. PARCC and Common Core is not good  
7 for our state. Thank you.

8 CHAIRMAN LUNDEEN: Thank you. Angelique  
9 Matthews, followed by Carol Moran. Morans (ph).  
10 Angelique?

11 MS. MATTHEWS: Oh, sorry, I was confused.  
12 Thank you. My name is Angelique Matthews and I'm from  
13 Denver, Colorado. I do not have kids and I specifically  
14 wanted to say that today, because some Members of the  
15 Board were amazed that I didn't have kids and were  
16 wondering why I was in this fight. And the reason I'm in  
17 this fight, is that I believe that we all have an  
18 obligation to the next generation, to hand the best to  
19 them. And so that's why I'm in this fight. Thank you  
20 for voting down PARCC. If I may use a colloquial term in  
21 this formal environment, Mr. Paul Lundeen, you rock.  
22 Thank you.

23 And I would like to read a letter from a  
24 Dr. Sandra Stotski (ph) who was on the validation  
25 committee for Common Core and she refused to sign off on



1 the standards. You all know that. Because the standards  
2 were so shoddy. The Common Core standards. And she has  
3 sent a letter stating: "Local school boards must take  
4 action now." Excuse me, the air conditioning has  
5 affected my voice. "They still have the legal authority  
6 in every single state, even if they are told they don't,  
7 or think they don't. They must, upon petition by a  
8 parent, as soon as possible; number one, to allow parents  
9 to opt out their children from any Common Core based test  
10 pilot field or regular, from any Common Core based test -  
11 - pilot field or regular. To forbid any further  
12 implementation of curriculum-based on and addressing  
13 Common Core standards. To eliminate the use of Common  
14 Core standards in their school district. To develop or  
15 adopt any other set of standards in ELA, math, or science  
16 they want. And number five: To require their K-12  
17 curriculum to address these other standards once they are  
18 developed or adopted."

19 Every local school board has the legal  
20 authority to require these actions. Only the state  
21 legislator can pass a bill to eliminate local control or  
22 authority. No state legislator will. And this is the  
23 part I would really like to read to the Board: "I will  
24 give one to two free days of professional development to  
25 develop first-rate ELA standards with the English reading



1 teachers in any school district in country that votes the  
2 above. All it has to do is pay my travel expenses." Dr.  
3 Stotsky wrote the Massachusetts Standards when they were  
4 failing, and she took Massachusetts to the top. She  
5 knows what she's doing and I would encourage you to use  
6 this -- this professional to come in and help us, so we  
7 can get rid of Common Core. Thank you.

8 CHAIRMAN LUNDEEN: Thank you. Carol  
9 Morans? Followed by Anita Stapleton.

10 MS. MORANS: I spent most of the afternoon  
11 just writing down several notes of everything I wanted to  
12 say, but now that it's all over, I just want to say,  
13 "Thank you." I am so proud that you are our Board. I am  
14 so proud and I thank you for it. And my colleagues thank  
15 you; my students thank you, and we all thank you.

16 MS. NEAL: Thank you.

17 CHAIRMAN LUNDEEN: Thank you. Next is  
18 Anita Stapleton.

19 MS. STAPLETON: Thank you. My name is  
20 Anita Stapleton and I am from Public County District 70.  
21 I am privileged today to turn in 530 legitimate  
22 signatures from concerned citizens of Colorado who  
23 strongly oppose Common Core. This is the real voice of  
24 Colorado. These voices came from as far south as Pagosa  
25 Springs, as far east as Grenada, which is by the Kansas



1 border, and as west as Grand Junction, and north to the  
2 Wyoming border.

3 I am here to tell you, all of you Board  
4 Members, that yes, these measly 500 signatures -- 530  
5 today -- do count. And to date we have collected 1,761.  
6 Some of you Board Members have told us constituents that  
7 it is a waste of time, compared to the 7,000 signatures -  
8 - e-signatures -- turned in last month by Stand for  
9 Children. I beg to differ. It has been worth every mile  
10 driven, every hour spent, and every tree killed, because  
11 these are true Coloradoan signatures. Not -- not  
12 fraudulent signatures collected under false pretenses and  
13 submitted to other State Boards, such as Oklahoma, which  
14 was done last month as well, by Stand. As  
15 representatives of us all, I recommend that the Board do  
16 take them serious.

17 Today I am submitting also into evidence a  
18 document from NWEA that praises the partnership of PARCC  
19 and MAPs testing. This is another example of the  
20 monopoly Pearson Publishing has with Common Core  
21 assessments and the aligned curriculum. Just as WestEd  
22 is fully invested in the development of Common Core  
23 assessments and curriculum as per their website,  
24 [www.WestEd.org](http://www.WestEd.org). And I'm going to read you something from  
25 their page. "And we develop a wide range of assessments



1 including formative, interim, and summative assessments  
2 that cover a broad range of content areas. Assessment  
3 development and implementation are important now more  
4 than ever, in this area of Common Core state standards  
5 and next generation sciences." I think that proves the  
6 conflict of interest there.

7 I am here to say thank you to those Board  
8 Members who supported the proposal to repeal PARCC.  
9 Colorado needs to learn from the real experiences from  
10 other states such as New York, who are part of the -- who  
11 are past the piloting phase of PARCC and are in the  
12 actual full implementation phase. Just last week, 30,000  
13 students refused to test in the PARCC testing. Don't  
14 allow our students and great teachers to be the  
15 sacrificial lambs here in Colorado. It is time to  
16 actually listen to the experts such as Dr. Stotsky and  
17 Dr. Milgraham (ph). It's time to listen to the  
18 Coloradoans who know what is going on, and demand action.

19 One last piece of information for you to  
20 look at is this white paper written by Dr. Stotsky and  
21 Dr. Milgraham regarding Common Core, MAP and STEM. Yes,  
22 these are the facts. Listen to the experts, see that the  
23 standards are not what they are proposed to be. I know  
24 that the next generation sciences are still on the table  
25 for Colorado to consider adopting and I implore you as a



1 Board to reject them.

2 CHAIRMAN LUNDEEN: Thank you. Another  
3 well timed. Toni Walker, followed by Ronnie Wilson.

4 MS. WALKER: Hi Board. Thank you for  
5 letting me speak today. My name is Toni Walker and they  
6 said everything I was going to say, but as a parent and a  
7 past teacher, I do not trust Common Core or PARCC. I  
8 will not let my children be Guinea pigged to your testing  
9 consortium and -- and standards. She mentioned Sandra  
10 Stotsky and Jim Milgram, who both refused signing off on  
11 the Common Core standards due to the lack of rigor, and  
12 also the lack of transparency that the -- when -- when  
13 she brought up the 30,000 people in New York -- I mean,  
14 that to me is such a message, an absolute message.

15 What concerns me so much is -- is the --  
16 is the indoctrination of what I see again and again with  
17 all of this change. And I -- and I see it in my son's  
18 school. He goes to a United Nations International  
19 Baccalaureate school. And when he brings home stuff, I  
20 see Common Core in IB schools are so aligned with all of  
21 this United Nations indoctrination. And I'm looking at  
22 what traditional education, classical learning, compared  
23 to Common Core standards are. And -- and basically  
24 teachers are facilitators. And -- and that -- and -- and  
25 the students -- let me see what I have here. I



1 apologize.

2 The teachers all -- they are the authority  
3 figure, and it sets the plan for the class -- academic  
4 instruction and teachers will be the facilitators. The  
5 students are all -- they will teach each other. They  
6 will focus on feelings and emotions and opinions and  
7 group think. I mean, does -- and -- and I go back to the  
8 social agenda, the progressive social agenda. The  
9 radical social justice. And that's not what I want for  
10 my children. I want direct instruction by a teacher. I  
11 want facts. I want history.

12 You know, when -- when my kids get some of  
13 their -- their school -- my son's -- seventh grade son  
14 was supposed to decide an Israeli, Palestinian issue in  
15 seventh grade. He was to choose a one state versus a two  
16 state solution. No information was given to him. He was  
17 handed an outline, and he was supposed to -- as a seventh  
18 grader -- dissect such a controversial developmentally  
19 and cognitively inappropriate subject. And I hear this  
20 all the time. Every day. I have stacks of stuff my kids  
21 bring home. I will homeschool him next year, because I  
22 cannot take it anymore. Thank you.

23 CHAIRMAN LUNDEEN: Thank you. Ronnie  
24 Wilson, followed by Jonathon Berg. So -- is it Ronnie?  
25 Ronnie left? Okay. So Jonathan Berg followed by Bert



1 Hind -- Hind (ph), I think. Go ahead.

2 MR. BERG: Chairman Lundeen and Members of  
3 the Board, thank you for this opportunity to speak to  
4 you. We talked about the vision and implementation. I  
5 am definitely part of the implementation group. I  
6 believe that vision is important, but that's five percent  
7 of what we do. Ninety-five percent is implementation.

8 Last week I was part of a group for the --  
9 to discuss the Colorado state standards and discuss how  
10 they work. In this group, there were eight school  
11 leaders all using different educational models, and none  
12 of whom were against school accountability. The  
13 unanimous conclusion of this group was the following:  
14 First of all, the test regime that CDE is putting into  
15 place this year and next, of which PARCC is a major  
16 portion, will take away a minimum of four times the  
17 amount of instructional time than that estimated by CDE.  
18 And it could be more. The result of that is that it will  
19 have the greatest negative impact on our lowest  
20 performing students. Many of the questions, number  
21 three, especially in the lower grades, are confusing and  
22 age inappropriate.

23 Number four, it was questionable -- it is  
24 questionable that we will garner any more useful data to  
25 drive instruction than we currently have, and the data we



1 currently have gathered will not be relevant in the new  
2 schema. The cost, number five, of computer-based testing  
3 in terms of equipment, additional staffing, upkeep and  
4 repair, software licensing, bandwidth storage and  
5 replacement, is a heavy, unnecessary budget burden  
6 especially for small districts and schools.

7                   Number six, the high stakes focus of PARCC  
8 testing will narrow the opportunities for innovation and  
9 have the effect of changing schools' missions and  
10 curricular choices. At a time when we need to broaden  
11 opportunity for our students, this is going to be  
12 narrowing the opportunities that students will have to  
13 get an education. No one in this group was in favor of  
14 PARCC and the CMAS testing regime that is coming online.  
15 Because of this plan -- because of this -- nope, that's  
16 wrong -- because this plan is not what is best for  
17 students. Thank you.

18                   CHAIRMAN LUNDEEN: Thank you. Bert and  
19 then Nicole -- I'm sorry, Hansel (ph)? So Bert -- Bert  
20 Handle. I'm having a little trouble reading.

21                   UNIDENTIFIED VOICE: I think Bert left.

22                   CHAIRMAN LUNDEEN: Bert left. Okay, so  
23 Nicole Hussin (ph)?

24                   UNIDENTIFIED VOICE: She's out putting  
25 money in her meter.



1 CHAIRMAN LUNDEEN: We can come back to  
2 her. Lauren Coaker (ph)?

3 MS. COAKER: Hi, thank you. My name is  
4 Lauren Coaker and I'm a mom of three -- one of them is  
5 that little boy sitting right over there. He's the  
6 reason I'm here today.

7 I'm here to speak about Teaching  
8 Strategies Gold. I didn't know what Teaching Strategies  
9 Gold was until a couple months ago, which is odd, because  
10 it has been in Aurora public preschools for five years  
11 now. When I found out that my son's preschool was using  
12 TS Gold, I contacted the site administrator and asked how  
13 to opt my son out. She didn't know if that was possible,  
14 and had to contact the assistant director of early  
15 childhood education in Aurora Public Schools to find out.  
16 I was basically told that I could opt -- I could not opt  
17 my son out of the Teaching Strategies Gold, because the  
18 assessments were tied to the school funding, and the only  
19 way my son could be opted out was to withdraw him from  
20 the preschool program.

21 After weighing the pros and cons, my  
22 husband and I decided to withdraw our son from the  
23 school, and I also requested the assessment information  
24 they had on him. When I received the assessment  
25 information, I could completely understand how preschool



1 teachers would feel like data managers. There was  
2 information on the assessments ranging from, "He can  
3 count to 20 and he can name his shapes," to "He can pull  
4 his pants up after using the toilet, and is able to wash  
5 his hands properly." This sensitive and very personal  
6 information is being stored in a huge database for every  
7 single preschool kid in Colorado.

8 The really scary part is that I, as a  
9 parent, have no clue who has access to this information,  
10 and who this data is being shared with. Once this data  
11 is collect, who owns this data? Is it the school  
12 district? The state? Or is it the for-profit global  
13 company Teaching Strategies Golds? How and when is all  
14 of this data destroyed? Parents deserve answers to these  
15 questions, and most of all, they deserve to know this  
16 assessment program is even going on. The fact that  
17 parents are unaware of this huge preschool data mining  
18 assessment tells me that there is a serious lack of  
19 transparency happening in our schools.

20 I have had three kids now go through the  
21 APS preschool program since Teaching Strategies Gold was  
22 implemented, and if I had known about Teaching Strategies  
23 Gold, I would have kept them home with me, and I'm  
24 positive I am not the parent that feels this way. I am  
25 not opposed to teachers using this information to help my



1 children with their education, but I think it should be  
2 between the teacher and the parents. Not between a  
3 computer and unknown entities. With all the new school  
4 reforms going on in Colorado and the lack of transparency  
5 coming from people in charge of our education system, I  
6 am swiftly losing confidence in those entrusted with my  
7 children's education. Thank you.

8 CHAIRMAN LUNDEEN: Thank you. Robert  
9 Spaulding? Or did Nicole come back in? Okay, so Nicole  
10 will be next. We'll let Robert speak right now. And  
11 then will pick Nicole back up.

12 MR. SPAULDING: (indiscernible) I'm going  
13 to be the next one with the -- with the meter.

14 CHAIRMAN LUNDEEN: We'll get you out of  
15 here so you can plug the meter.

16 MR. SPAULDING: Thank you, sir. And thank  
17 you, Board for letting me speak. I'm a parent of a  
18 Littleton Preparatory Charter School fourth grade over in  
19 Littleton, obviously. She came home the other day  
20 complaining about the CMAS test that's now going to happen.  
21 They just got done doing their CSAPs, and you know, this is  
22 -- this is a problem for her because she's always been a  
23 little bit harder to teach in some ways. And so what's  
24 basically happening is, instead of being taught, now she's  
25 being trained again. She doesn't like that much. And so I



1 just showed up here to talk about that.

2 I looked at the CMAS test sample online  
3 and there were -- there were some really good questions. I  
4 liked a few of them like about (indiscernible) and Pike and  
5 (indiscernible) and thing like that. But then there were  
6 also some really crazy questions. Like, one about  
7 recycling that -- like, what is this on here for? And  
8 going through that, it was just -- it didn't look like  
9 something that I was really interested in having her take a  
10 test on, especially since it's just a sample test this  
11 year.

12 As this goes on forward, it gets more and  
13 more and more to training towards -- towards the test. And  
14 the thing that really got me here was her talking to -- to  
15 me and my -- my wife yesterday. I think it was. Someone  
16 had told her about, you know, the CMAS thing, and she was  
17 like, you know, this is -- this is all an experiment and  
18 I'm tired of being experimented on. And we hadn't told her  
19 any of this stuff. And then all of a sudden she's saying  
20 the same thing. There was a man sitting there who had said  
21 too, it's almost like you read all my notes -- so I  
22 appreciate you guys voting against the PARCC thing.

23 And the -- the gentleman that was just  
24 talking her a minute ago about having them learn how to  
25 take these tests on the computer; it's definitely going to



1 be difficult for my daughter, and I'm sure a lot of other  
2 kids. She -- even though I'm a computer consultant, she  
3 just has a hard time with these things. And so having her  
4 try and learn how to do something brand new in the middle  
5 of a timed test just doesn't make a lot of sense to me. So  
6 thank you very much.

7 CHAIRMAN LUNDEEN: Thank you. Nicole?

8 MS. HUSSIN: Hello, thank you for having  
9 me here today. My name is Nicole Hussin and I'm a  
10 kindergarten teacher at (indiscernible) Elementary in  
11 Mountbellow. I am also a teacher/leader at my school and  
12 teacher/leaders this year have been charged with the task  
13 of unpacking the Common Core standards and helping lead our  
14 grade level and our school in backwards designing our units  
15 based off the standards. (bell rings) Already? You must  
16 want me out of here.

17 CHAIRMAN LUNDEEN: You get an extended  
18 time.

19 MS. HUSSIN: The Common Core standards  
20 show a marked switch to a more rigorous set of expectations  
21 that we are holding our students accountable to. It is  
22 changed how my school looks at data and has allowed us to  
23 dive deeply into the concepts of rigor, and how students  
24 can engage in rigorous discussions. The Common Core  
25 standards do not dictate how or what I teach, but it does



1 dictate what I hold my student's learning accountable to.  
2 It does not tell me to indoctrinate my kids, but how to  
3 push them to think critically and analyze the world around  
4 them. It's not about memorizing facts, but them taking a  
5 series of facts, comparing, contrasting, using accountable  
6 talk to discuss and reach their own opinions.

7 I knew that Common Core standards was what  
8 was best for my kids when I saw the difference in my class  
9 this year, and my class last year. If you come into my  
10 class of kindergarteners this year, you will hear them  
11 using accountable talk during partner discussions using  
12 "agree", "disagree". They are thinking critically and  
13 providing evidence to their claims -- and yes, this is all  
14 in kindergarten, and they are more than capable of it.

15 My class is mostly English language  
16 learners, and with the appropriate -- appropriate scaffolds  
17 and supports, they are able to perform at the same levels  
18 as their native English speaking peers.

19 I ask the Board to continue their support  
20 in the implementation of the Common Core standards. I want  
21 my kindergartners now to continue to be challenged with  
22 rigor, and asked to think critically. Those are the skills  
23 that they will need to be successful in any field that they  
24 pursue. The standards ask us as educators to do this. I  
25 can feel a difference in my school, in the quality of



1 instruction due to our implementation and investigation of  
2 the Common Core standards. I do not hear teachers feeling  
3 that people are telling them how to teach, what to teach,  
4 to change their teaching in this way. It's only changing  
5 what we hold our students accountable for. And the higher  
6 those expectations are, the higher our students will  
7 perform.

8                   So do not let the Common Core standards  
9 go. Do what is best for kids. Thank you.

10                   CHAIRMAN LUNDEEN: Thank you. Sherry  
11 Glenan (ph), followed by Whitney Hiner (ph).

12                   MS. GLENAN: First of all I want to thank  
13 the Board for allowing me to come and speak today, and  
14 thank you for voting against PARCC. I am a concerned  
15 citizen, I am a mother and a grandmother. I have -- I have  
16 taught as a teacher's assistant in -- in schools in the  
17 area. Denver Public Schools as well as in Christian  
18 Schools as well too.

19                   And I am concerned about Common Core. And  
20 as long with everyone else that is here with their  
21 concerns, I agree with all of those, and want to say that  
22 it is everyone's obligation for the education of our  
23 children, but most of all it is the teachers and the  
24 parents who must be in charge of how and why and when and  
25 where the children are taught and how -- and the education



1 is in their hands, not the federal government. And this is  
2 the big concern, is that the federal government has  
3 overstepped its bounds in coming in to Colorado and  
4 implementing this program.

5 Thank you again for your time.

6 CHAIRMAN LUNDEEN: Thank you. Whitney  
7 Hiner followed by Paula Stevenson.

8 MS. HINER: Sorry, I'll pass.

9 CHAIRMAN LUNDEEN: She passes. Paula,  
10 you're up.

11 MS. STEVENSON: Thank you, Chairman  
12 Lundeen, Board Members and Commissioner Hammond. I very  
13 much appreciate the discussion that you had organized for  
14 today. I have to admit, I wasn't sure how it was going to  
15 work. I had no idea it was going to be a debate, but I  
16 thought the format was incredibly interesting and provided  
17 good points on both sides of the issues. I do have to say  
18 though that I'm disappointed that there was not a  
19 representative from a rural district that was asked to be  
20 part of that panel. Because while I heard the woman from  
21 Denver talking about how unique their situation is, I think  
22 that pales in how unique the situation is in rural  
23 Colorado. Of the 178 school districts, 147 are rural, 105  
24 of those are something -- 105 to 107 have a thousand or  
25 fewer students.





1                   We talk about the technology -- Angelika,  
2 you brought this up -- we still have districts that don't  
3 have access to the kind of technology they need to take  
4 these tests. So I would agree, it's difficult and it may  
5 be reprehensible that our kids aren't technologically  
6 literate, but we have a state that hasn't invested in that,  
7 and we are doing the best we can. We have districts that  
8 are going to have to shut down all of their computers, all  
9 of their technology, and everything else they are doing,  
10 just so kids can take these tests in the testing window  
11 period. So how do you keep moving forward with your  
12 curriculum during that time? I don't know. But that's the  
13 reality in rural Colorado.

14                   Even in those districts that have the  
15 money to invest, my district, Steamboat, for example, we  
16 spend probably \$750,000 a year on technology because we  
17 have a half cent sales tax that our community has devoted  
18 to education. (Bell rings) Sorry.

19                   CHAIRMAN LUNDEEN: That's all right. Go  
20 ahead and finish your thought.

21                   MS. STEVENSON: Okay, thanks. And our  
22 district is still having to spend \$650,000 to upgrade in  
23 order to make everything ready for these tests to go  
24 forward. So I would just like to thank you for what you've  
25 done today. I think it's great. We need to focus on



1 what's best for the kids, and how to provide the necessary  
2 resources for them.

3 CHAIRMAN LUNDEEN: Thank you. No one else  
4 is signed up. Is there anyone else here who wishes to  
5 speak? Sir? State your name, rank and serial number when  
6 you get to the mic.

7 MR. JENSON: My name is Ken Jenson, I am  
8 an instructional coach. I train math and science teachers  
9 for the Aurora Public Schools. Before break a state move  
10 was made that there is a loss in instructional focus due to  
11 PARCC. And whereas I would agree that there is a loss of  
12 instructional time due to PARCC, I would disagree that  
13 there is a loss of instructional focus.

14 I have seen teachers improve their  
15 instructional practices because of the Common Core State  
16 Standards. I have seen teachers improve their  
17 instructional practices because of the teacher quality  
18 standards. I have seen teachers improve their  
19 instructional practices because of PARCC. Better  
20 instruction is directly related to student performance, and  
21 especially for our lower performing students.

22 And so I would ask that we look at  
23 continuing to keep this whole package -- Common Core  
24 standards, teacher quality standards, and PARCC, because as  
25 a package it will improve the instructional practices of



1 our teachers across the state. Thank you.

2 CHAIRMAN LUNDEEN: Thank you. All right.  
3 Unless there's someone else who wants to jump up right now  
4 and be at the mic in the next three seconds -- yep, there  
5 we go.

6 MS. MESSANTONIO: I wasn't going to speak,  
7 but I will say something today.

8 CHAIRMAN LUNDEEN: Please.

9 MS. MESSANTONIO: Okay, thank you.

10 CHAIRMAN LUNDEEN: Name?

11 MS. MESSANTONIO: My name is Deana  
12 Messantonio (ph) and I am from Kiowa. I -- I have been to  
13 several of these meetings, and I have also been over to  
14 hear what's happened over at the legislature, and I was a  
15 teacher for 32 years. I love teaching. And what I have  
16 noticed since Common Core has come in, is that a lot of  
17 great teachers have left. And the -- the teachers that  
18 were the best, and their scores in the TCAPs were the  
19 highest -- every year the highest. One out in Kiowa, one  
20 in Elizabeth, one in Jefferson County. They've left. And  
21 I know they know of others, but I don't know them  
22 personally, others.

23 And what I have noticed that -- the  
24 younger teachers, God bless them, I remember when I was a  
25 really young teacher and very enthusiastic and God bless



1 you. And you know, you come in with -- with bright eyes  
2 and I remember when things used to come in brand new and  
3 boy you would jump on board and you're waiting to do it.  
4 And then after about seven years, it flops and you have to  
5 start all over again and start with a whole new set of --  
6 of a -- a program. A new program.

7                   And so I would just like to caution that  
8 it's important that we're not just taking these for the  
9 voice that comes out of the -- the publishers and Bill  
10 Gates, and the organizations that have money in the bag on  
11 this thing. We need to listen to some people who have been  
12 on the ground for a while, because we've seen this happen  
13 over and over and over. And you know, what I've heard too  
14 is that a lot of the people who love Common Core, and  
15 thinking, well, why can't they still do it? If they have  
16 these materials, let them do it. If they want to do all  
17 that, let them keep what they've gotten. And the people,  
18 the districts who don't want to do that, who want to  
19 (indiscernible) and take from the state standards, let them  
20 take from the state standards. I don't understand where  
21 there has to be this huge cut. All right, so that's all I  
22 have to say. Just some wisdom.

23                   CHAIRMAN LUNDEEN: Thank you very much.  
24 And our final speaker of the day is?

25                   MS. EDEN: Hello, thank you for hearing me



1 last minute.

2 CHAIRMAN LUNDEEN: My name is Gwen Eden,  
3 and I have been teaching for five years, and so I speak for  
4 the young novice teachers in some ways. But I also have a  
5 one year old, and teaching has become a lot more difficult  
6 since that. So in some ways I also speak for the seven  
7 year veteran, I guess, even though it hasn't been.

8 So I agree that we should be concerned  
9 about the privatization of education and all the different  
10 fingers with pots of money that are getting involved. I  
11 hear that. But I think that we need to be very careful in  
12 how we evaluate the different things that these people are  
13 promoting. And I do support the Common Core State  
14 Standards. I think that they are very rigorous standards.  
15 They prepare kids for success in the workforce and in life.  
16 There is real life problems. And they also support kids'  
17 critical thinking skills, as many people have attested to.

18 I reject the idea that we should not  
19 prepare kids for the workforce. We should prepare kids for  
20 the workforce, and to be good citizens, and to be critical  
21 thinkers, and all of those other things that will make them  
22 valuable workforce members. We need to prepare kids for  
23 financial independence. We need to prepare them to  
24 function in a globalized reality, everywhere from Pueblo to  
25 Steamboat Springs, to Denver; all kinds of places.



1 I'm also a rural kid, and so I really  
2 identified with the speakers who came from rural areas. My  
3 own experience -- it wasn't in Colorado, it was in  
4 Nebraska, the principal of my school, he monitored lunch,  
5 he was the basketball coach, he did everything, you know?  
6 And I experienced education under that. And it's totally  
7 underfunded, right? I guess the bigger issue that I would  
8 also like to name is all the unfunded mandates. And if we  
9 could support things with money and resources so that rural  
10 districts and urban districts and every school had the  
11 resources they need to implement these well, if teachers  
12 had the time. Like, one of our speakers is a  
13 teacher/leader and she has the ability to spend time during  
14 her work day to really implement it well. If we had that,  
15 we could do this really well, and it would be very  
16 successful.

17 So that's kind of what I would like to  
18 also name. Thank you.

19 CHAIRMAN LUNDEEN: Thank you very much.  
20 And with that, we will be in recess until 9:00 a.m.  
21 tomorrow morning. Roll call at 9:00:01.

22 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of February, 2019.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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