



Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
September 10, 2014, Part 4

BE IT REMEMBERED THAT on September 10, 2014,  
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: (In progress) -- and take  
2 a pause while we reconnect with all our listeners on the  
3 internet.

4                   The next item on the agenda is a discussion  
5 concerning the Advanced Placement United States history  
6 curriculum and framework. Joining us today via  
7 videoconference is Mr. Larry Krieger. Mr. Krieger is an  
8 author and educator whose books and workshops have helped  
9 students achieve high scores on the SAT and the AP tests.  
10 Also joining us is Terry Whitney with the College Board  
11 and University of Northern Colorado professor Fritz  
12 Fischer, Professor of History and History Education at  
13 UNC.

14                   Generally, in terms of time frames, we have  
15 decided that we'll do a 15-minute what I'll call  
16 constructive or an opportunity for each side to present  
17 their case, and then kind of a 5-minute rebuttal  
18 following each of those, and then we'll have some  
19 questions and answers from the Board members. Mr. Fisher  
20 and Mr. Whitney and I spoke beforehand, and they will  
21 kind of work as a team. To the extent that they use time  
22 it will be shared time.

23                   Although curriculum and the items  
24 specifically at the -- the specific issue we're dealing  
25 with here is something left to the province of local



1 school districts in Colorado, and therefore not the  
2 direct matter of the State Board of Education, the  
3 broader conversation around education, what it looks  
4 like, and the shaping of that conversation around the  
5 state and around the country is, in fact, an appropriate  
6 province of the State Board, and that's the reason we're  
7 having this conversation here today.

8 So with that I would like to thank you all  
9 for being here. Since Mr. Krieger is kind of offering  
10 the case challenging what is rolling forth, and that is  
11 these new frameworks, we'll give him the opportunity to  
12 speak first. With that, Mr. Krieger, I'll pitch to you  
13 and Carey will keep track of time for us.

14 MR. KRIEGER: Okay. Thank you very much.  
15 You don't know how happy I am that this is working, and I  
16 also want to tell you, as I look out my window I'm  
17 speaking to you from the shores of the Delaware River.  
18 George Washington crossed the Delaware just downstream  
19 from where I'm sitting.

20 I have great familiarity with Colorado. My  
21 brother lives in Boulder and I've visited Colorado many  
22 times, cheered for Ralphie when he led the bus onto  
23 Folsom Field, and I've even run in the BOLDERBoulder.

24 Today I'm here to talk about the framework.  
25 It's very important to tell you that I'm not here to



1 speak as a right-wing ideologue and I'm not here to speak  
2 as a left-wing ideologue. Actually, I'm here to speak  
3 for a balanced curriculum that stresses America's core  
4 values and presents the positives and negatives of our  
5 history fairly and evenly.

6 Now the framework is a very long document.  
7 I have it right here on the desk beside me. The first  
8 part deals with themes and skills and, for the most part,  
9 I have no problems with that section. I do agree with  
10 Dr. Ketcham and the Pioneer Institute report that  
11 federalism could be added as a theme, but other than that  
12 Dr. Fischer and I are in agreement that students should  
13 be taught how to think historically.

14 I'd like to focus on pages 28 to 80, and on  
15 those pages we have what the College Board calls the  
16 central content of the course, 52 pages. Now it is  
17 replacing a 5-page topic outline. This is very  
18 important. The topic outline, which I also have here,  
19 consisted of a chronological list of topics. The new  
20 framework is 52 pages long, essential content, 10 times  
21 as long, and it uses sentences, and sentences means  
22 adjectives, and sentences mean restrictive statements.

23 Now I noted in the letter that Dr. Fischer  
24 wrote that he too thought that there were some overly  
25 prescriptive statement in the framework, and I certainly



1 agree with him. I'd like to begin by taking a look at two  
2 of those examples of overly prescriptive statements and  
3 compare them with the way the topic outline treated the  
4 topics.

5           On page 63 in the framework, at the top of  
6 the page, there is a sentence about the Transcontinental  
7 Railroads. Now we're told that the Transcontinental  
8 Railroads were completed, bringing more settlers West,  
9 U.S. military actions, the disruption of the buffalo, the  
10 confinement of American Indians to reservations, and  
11 assimilation policies reduced the number of Americans  
12 Indians and threatened native culture and identity. Now  
13 that's a very prescriptive and very negative statement.  
14 In the old topic outline they contented themselves with  
15 simply saying the "Transcontinental Railroad constructed  
16 and consequences."

17           Now I agree. The Transcontinental Railroad  
18 did have some negative consequences, and it is very sad.  
19 The slaughter of the buffalo is one of the more painful  
20 events that I have to teach during the course of a year,  
21 and the impact on Native Americans was certainly also  
22 detrimental. But the Transcontinental Railroads had some  
23 positives, and throughout the framework they neglect the  
24 positives. We're not told it bound the United States  
25 together. We're not told its economic impact. And so



1 here, in one sentence, we have an example of the  
2 framework's bias. This is what happens when you have  
3 prescriptive statements.

4 The same thing happened with World War II.  
5 Now World War II is discussed in three sentences. That's  
6 it. There's no discussion of the Holocaust, and if  
7 there's no discussion of the Holocaust there's no  
8 discussion of how American troops defeated the Nazis and  
9 how American troops liberated the prisoners in the  
10 concentration camps. Instead, what we're told to discuss  
11 is wartime experiences such as the internment of  
12 Japanese-Americans, challenges to civil liberties,  
13 debates over race and segregation, and the decision to  
14 drop the atomic bomb (indiscernible) about American  
15 values. That's one of the three sentences devoted to  
16 World War II.

17 Now, in fact, the Japanese internment did  
18 exist, and we believe that that should be taught. But we  
19 also believe that students should be taught about the  
20 rise of fascism, which was, in fact, in the topic  
21 outline, and that students should and have a right to  
22 know about the valor and heroism of American servicemen.

23 Now College Board spokespeople will say,  
24 well, anyone can cherry-pick sentences from the  
25 framework. But let's take a look at what is, in fact,



1 the systematic bias in this document. If you go to the  
2 Colonial Period and look for what's not there you find  
3 some disturbing omissions. The rise of democratic  
4 institutions, the House of Burgesses, New England town  
5 meetings are nowhere to be found. The rise of religious  
6 toleration -- not discussed. Roger Williams isn't there,  
7 for example. America as a unique emerging society that  
8 Jean de Crevecoeur talked about. What then is this  
9 American? The absence of an inherited aristocracy -- not  
10 there.

11 And of course, as has been mentioned many,  
12 may times, the founders are not discussed. Ben Franklin,  
13 not there. James Madison, not there. George Washington  
14 reduced to a mere fragment. Turns out the father of our  
15 country gave a farewell address. He may have been first  
16 in war, first in peace, and first in the hearts of his  
17 countrymen but he wasn't first in the minds of the  
18 authors of the framework.

19 Now College Board offers many explanations  
20 for these omissions. They are going to tell you that,  
21 gee, they weren't in the topic outline, and that's true,  
22 but the topic outline was linked to a long history of  
23 tests, and these figures were tested repeatedly on  
24 multiple-choice questions on those tests. And they also  
25 won't tell you that the 52 pages actually do have 51



1 names. Let me repeat that -- there are 51 names that are  
2 mentioned in the framework. They had space for Chief  
3 Little Turtle. They didn't have space for Dwight  
4 Eisenhower. They had space for the Students for a  
5 Democratic Society and the Black Panthers but they didn't  
6 have space for Dr. King.

7 Now then, they'll also tell you the  
8 framework allows for flexibility. Teachers have the  
9 flexibility to discuss these items, and, in fact, they  
10 do. They could discuss George Washington, Ben Franklin,  
11 the rise of religious toleration. The problem is they  
12 don't appear on the exam. We do have a sample exam, and  
13 you can take a look at it for yourself, and you will see  
14 they're not there. Now they're going to say, oh, Ben  
15 Franklin is the first question. So disingenuous. It's  
16 just an excerpt by Franklin in which he discusses the  
17 appearance of George Whitfield in Philadelphia, who was  
18 an evangelist. LeBron James could have written it. And  
19 Washington's Farewell Address is there. We can talk  
20 about that later why it's there.

21 Now what will you find in the framework?  
22 Well, tales of oppression and exploitation. The first  
23 two units are dominated by the conquest of Native  
24 Americans and the imposition of the slave system. We're  
25 told it was created because of belief in white supremacy





1 and resulted in the development of a racial hierarchy, a  
2 rigid racial hierarchy.

3 Now the absences and the presents are not  
4 there by accident. Dr. Stanley Kurtz has published two  
5 articles in the National Review online, in which he  
6 details the true philosophical origins of this framework.  
7 Dr. Kurtz points out that the framework was heavily  
8 influenced by Dr. Bender's transnationalist or global  
9 perspective, and, in fact, the reexamination of the  
10 questions on the test show that about 50 percent of the  
11 test is, in fact, devoted to that theme. And in an  
12 article that Dr. Kurtz just published, he points out that  
13 Dr. Anderson had a very strong influence on the  
14 framework, he was on the committee, and that his view of  
15 American as an imperialist power is present in the  
16 framework. And both of these streams of thought have an  
17 (indiscernible) towards what is commonly called American  
18 exceptionalism.

19 Now I want to say, our purpose is not to  
20 substitute and do only American exceptionalism, but we do  
21 feel that the core values of this country, the seminal  
22 documents from the Mayflower Compact up to Dr. King's "I  
23 have a dream" speech, are not in the framework, and there  
24 is a reason. And the reason is because the framework is,  
25 in fact, a biased document and is not balanced.



1                   Now, in conclusion, I'd like to quote to you  
2                   from an article that Dr. Ralph Ketcham just published.  
3                   Dr. Ketcham is a renowned scholar of the founders, and  
4                   especially James Madison. And in the Pioneer Institute  
5                   report here is what he says: "The new APUSH curriculum  
6                   represents the bad and the ugly but not the good of  
7                   American history. The result is a portrait of America as  
8                   a dystopian society, one riddled with racism, violence,  
9                   hypocrisy, greed, imperialism, and injustice. Stories of  
10                  national triumph, great feats of learning, and the  
11                  legacies of some of America's great heroes are either  
12                  completely ignored or given brief mention."

13                  This is quite an indictment and it goes to  
14                  the heart of what Mr. Lundeen was quoted as saying in one  
15                  of your local papers, "Be concerned about anything that  
16                  leads away or denies the nobility that is inherent in the  
17                  history of America." And I submit to you that is exactly  
18                  what is happening in the framework and it does need to be  
19                  addressed, and I recommend that the Colorado State Board  
20                  of Education say to the College Board "no." Send them a  
21                  message that this is wrong.

22                  Thank you.

23                  CHAIRMAN LUNDEEN: Thank you, Mr. Krieger.

24                  MR. FISCHER: So just to be sure, we do 15  
25                  minutes and then 5 minutes later.



1 CHAIRMAN LUNDEEN: Yeah, exactly, to give  
2 you an opportunity --

3 MR. FISCHER: Okay.

4 CHAIRMAN LUNDEEN: -- to then respond to his  
5 response.

6 MR. WHITNEY: Mr. Chair, members of the  
7 Board, Commissioner Hammond, for the record my name is  
8 Terry Whitney, Government Relations Director of West  
9 Region for the College Board. I think the Board would  
10 benefit most from hearing from the subject matter  
11 experts, and I will try to be brief in my testimony,  
12 having had the opportunity to speak with you last month.

13 To continually enhance alignment with  
14 current best practices and college-level learning, and  
15 help students develop the knowledge and skills essential  
16 for college majors and subsequent careers, AP is  
17 undergoing a number of key changes including the redesign  
18 of several courses in each discipline and the  
19 introduction of new courses over the next few years.

20 During the 2014-15 school year, in addition to  
21 the AP U.S. History, the following courses were also  
22 redesigned: AP Physics I, Algebra-Based; AP Physics 2,  
23 Algebra-Based; and AP (indiscernible). In the 2015-16  
24 school year we will roll out redesigned courses for AP  
25 Art History, AP European History, and AP Research.



1 I'd like to turn to the chronology for the  
2 AP U.S. History redesign. In 2006, the College Board  
3 launched a comprehensive effort to redesign every AP  
4 course to ensure that all courses and exams are aligned  
5 with content and rigor of college-level learning while  
6 also providing teachers and students with greater  
7 flexibility to examine topics of local interest in  
8 greater depth. All AP courses are designed by committees  
9 of college faculty and expert AP teachers who ensure that  
10 each AP subject reflects and assess college-level  
11 expectations for an introductory course. The AP History  
12 course released to the public in October 2012 was  
13 authored by, and has the overwhelming support of AP U.S.  
14 History teachers and college-level U.S. History  
15 professors.

16 Further, the framework provides an advanced  
17 college-level study of U.S. History and signals the  
18 overarching concepts typically required for college  
19 credit by American universities, by allowing teachers the  
20 freedom and flexibility to illustrate these concepts with  
21 content of their choosing, as directed by local  
22 requirements and state history and social studies  
23 standards.

24 The course emphasizes the American founding  
25 documents and their essential role in our nation's



1 history, and recognizes American heroism, courage, and  
2 innovation. Additionally, we looked at some of the  
3 feedback that we have gotten, including the critiques,  
4 and we've taken them very seriously, and we've released a  
5 practice exam for those to have additional information in  
6 terms of what content is on the exam. Included on this  
7 exam are Benjamin Franklin's autobiography, the  
8 Declaration of Independence, Thomas Paine's Common Sense,  
9 George Washington's Farewell Address, Ronald Reagan's  
10 Berlin Wall speech, and more.

11 Tomorrow we will issue a letter from Trevor  
12 Packard, Senior Vice President of Advanced Placement and  
13 Instruction. Unfortunately, we weren't able to speed up  
14 the release of that for today's meeting here. But that  
15 letter will go into detail in terms of our responses to  
16 some of the criticism and other comments that we have  
17 received from around the country.

18 I'd like to close by informing you that we  
19 have received statements of support from the following  
20 national organizations, including American Association of  
21 Historians -- that was a New York Times op-ed piece --  
22 the National Council for Social Studies -- that was a  
23 Texas Tribune op-ed -- the Organization of American  
24 Historians, the National Council for History Education,  
25 and the National Coalition for History. Thank you.



1 CHAIRMAN LUNDEEN: Thank you. Mr. Fischer.

2 MR. FISCHER: So my name is Fritz Fischer  
3 and I'm a Professor of History and the Director of the  
4 History Education Program at UNC. I have lived in Niwot,  
5 Colorado, for almost 20 years. I have four children, all  
6 of whom went through the public school system, St. Vrain,  
7 actually, great schools. I taught history for 30 years,  
8 5 years in high school and middle school and then 25 at  
9 the university level.

10 I have been researching issues like this for  
11 the last five years, and just published a book about this  
12 issue. And I was the co-chair of the Colorado Model  
13 Content Standards Committee for Social Studies, when we  
14 finished our work in 2009.

15 I have worked with teachers probably now  
16 that have been in just about every middle school and high  
17 school in the state. I have done professional  
18 development in Ignacio and Windsor, Colorado Springs, and  
19 even Vona, Colorado. I'm not sure -- I think Marcia -- I  
20 think that's in Marcia's district. No, it's not in  
21 Marcia's district. It's in District 4, right? Yeah, way  
22 out east.

23 Colorado decided how to teach history when  
24 we wrote our standards. We had 40 members in the  
25 committee from teachers to business people to interested



1 parents to folks in higher ed, like myself. One of our  
2 goals in the standards-writing process was to take  
3 politics out of the process, and I think we succeeded.  
4 We did not write a political document, like some other  
5 states. We did not become a lightning rod and did not  
6 want to become a lightning rod in the culture wars. The  
7 focus, and remains, on Colorado teachers and Colorado  
8 children.

9 I am not a big debater. I'm kind of just a  
10 history professor. But I will do my best in presenting  
11 some comments that I think show that the AP History  
12 framework is actually a middle-of-the-road framework, not  
13 at all how it's been depicted by its critics.

14 First of all -- and this is the reason I  
15 first wrote the letter -- it does not contradict or  
16 violate the Committee standards for social studies. The  
17 APUSH framework and the Colorado standards are different  
18 in purpose and in length. There are some general  
19 differences, but the main focus for both is on historical  
20 thinking. History is no longer about memorizing names,  
21 dates, events, and policies, and never should have been.  
22 History must be, and actually always has been, about  
23 reading, understanding sources, utilizing and recognizing  
24 legitimate historical evidence, understanding complexity  
25 and context, and crafting thoughtful historical



1 arguments. Both the Committee standards and the APUSH  
2 framework put these ideas front and center, and I think  
3 that's really important.

4 So let's look at some of the specific  
5 objections of the critics. For example, some criticized  
6 the framework for its topical and not chronological  
7 nature. I will say I might have written it differently.  
8 I'm not hired by the College Board. I don't work for the  
9 College Board, and I do have some disagreements, as Mr.  
10 Krieger pointed out, with some of the aspects of it, but  
11 they do not rise to the level of believing that it's  
12 something that we should protest about.

13 The standards are not -- the Colorado  
14 standards are also not organized strictly  
15 chronologically. Just as the Colorado standards, this  
16 document is a framework. As Chair Lundeen pointed out,  
17 it's not -- it can't be a curriculum. The Colorado  
18 standards can't be a curriculum. It's local school  
19 districts, local schools and teachers that decide on what  
20 should be taught to the children.

21 It covers topics, eras, and concepts to be  
22 covered. Teachers can teach in whatever order they wish.  
23 Teachers can fill in the concepts and ideas with whatever  
24 content, specific content -- names, dates, facts, events,  
25 battles, et cetera -- that they want to. Some have





1 criticized a single line from the framework as suggesting  
2 that no other content can be covered. If a name isn't in  
3 the framework, they argue, then that person cannot be  
4 taught. Frankly, that's hogwash. If you read  
5 specifically the words it suggests that the concepts are  
6 the limit of the -- of what needs to be taught in AP.  
7 There is no strict limitation on names that can be  
8 taught.

9 Ben Franklin's name is not in the framework.  
10 Ben Franklin, as Mr. Krieger points out, a quote from him  
11 does appear in the first test, even though his name is  
12 not in the framework. I'll talk about the LeBron James  
13 comment later.

14 Teachers need to locate and use seminal  
15 documents and literature in American history to teach  
16 these concepts. For their classes to be effective they  
17 have to do this. They can't ignore literature. They  
18 can't ignore the great documents of American history.

19 Let me look at the main objection to the  
20 content of the exam, that it includes a relentlessly  
21 negative narrative and that it demeans America. I know  
22 that this is a special concern of Chairman Lundeen, I  
23 know it's a concern of Vice Chair Neal, and I take very  
24 seriously your worries about it. I also object to  
25 history that has, as its purpose, the demeaning of



1 America. I have chapters in my book that talk about  
2 historians, or what I call anti-historians, that do  
3 exactly that. It's -- they're not true historians if  
4 their main goal is simply to demean America.

5 The APUSH document is not a politically  
6 radical document. I have read a lot of political radical  
7 history and this is not even close. Is it revisionist?  
8 Yes. But one lesson that students will learn when they  
9 think historically is that all history is revisionist.  
10 Historians consistently revise their understanding of the  
11 past based on new evidence and new questions. History is  
12 about asking questions. That's a central theme of the  
13 class I teach. When I teach tomorrow to my students in  
14 college, that's what I'm going to talk about. It's about  
15 the students crafting the answers to those questions,  
16 based on the evidence.

17 This is not a radically revisionist  
18 document, which is one of the statements in the original  
19 document that upset me, because it implies a leftist  
20 political angle to the change. This is a baseless  
21 argument, valid only if statements from the document are  
22 taken out of context.

23 Remember that keeping context is exactly  
24 what we need to be teaching our high school history  
25 students to do. Context is important. The whole



1 document is important, not just bits and pieces.  
2 Teaching history is not an exercise in teaching a  
3 particular narrative about the past. It's providing the  
4 students with evidence and the skills to utilize this  
5 evidence in order to craft their own narrative.

6 I'll just give two examples of where I think  
7 the document is anything but negative. So concept 4.1,  
8 "The United States developed the world's first mass  
9 democracy and celebrated a new national culture." This  
10 is about the early republic years, the start of the 19th  
11 century. I think that sounds pretty positive. It's  
12 certainly not negative.

13 I must point out -- and I hope he's able to  
14 listen even though he's not there --

15 CHAIRMAN LUNDEEN: Can you still hear us,  
16 Larry?

17 MR. KRIEGER: Yes, I can.

18 MR. FISCHER: Okay, good.

19 CHAIRMAN LUNDEEN: Okay. You're invisible  
20 but as long as you can hear us, we know what you look  
21 like.

22 MR. FISCHER: There are other lines about  
23 World War II that Mr. Krieger didn't mention. I'll read  
24 them. Concept 7.3.III.C: "The United States and its  
25 allies achieved victory over the axis powers through a



1 combination of factors, including allied political and  
2 military cooperation, industrial production,  
3 technological and scientific advances, and popular  
4 commitment to advancing democratic ideals." I do know  
5 that my left-wing history friends would be upset at that,  
6 thinking that was too positive, and I, personally, think  
7 that there's quite a bit of evidence for it, and evidence  
8 that students could examine.

9           It also suggests that the criticism, for  
10 example, that Dwight Eisenhower is not included is  
11 misplaced. In order to discuss allied political and  
12 military cooperation, students must know about Dwight  
13 Eisenhower. There is no way to write about political and  
14 military cooperation without writing about Dwight  
15 Eisenhower, so teachers are going to have to teach about  
16 Dwight Eisenhower, even though his name does not appear  
17 there.

18           I can give a couple later, but I do want to  
19 talk about this idea of names. The names that people  
20 talk about being in the document are optional  
21 suggestions, almost all the names. All but six, I think,  
22 are in gray areas, people you can teach if you think it's  
23 helpful. Now, if I had been writing the document I would  
24 not have included optional names. It's actually -- it's  
25 exactly the kind of thing that makes people upset.



1       However, I didn't write the documents.

2                       But one of the comments is, well, something  
3       is there but Eisenhower is not -- I already talked about.  
4       The Black Panthers are in there but Martin Luther King is  
5       not. Well, in order to teach the concept about  
6       nonviolent resistance, which is in there, I don't see how  
7       it's possible without not only talking about Dr. Martin  
8       Luther King but also teaching his writings, reading his  
9       writings. If the student is going to do well on the exam  
10      they have to know that. So, in some ways, it's assumed  
11      that the qualified teachers of AP history are going to  
12      know how to do that.

13                      So, in conclusion, I would just like to  
14      reiterate, my goal and focus is not political. I try to  
15      speak for history. When I wrote my book I said the hero  
16      of my book is history. I firmly believe that teaching  
17      kids how to think with history will open up tremendous  
18      opportunities in their future life. And so that is my  
19      goal. I'm not left. I'm not right. Well, maybe I'm  
20      right but not --

21                      MS. NEAL: Correct.

22                      MR. FISCHER: Thank you. But I think we  
23      have to do what is best to teach the children of our  
24      state how to think, and just -- I do have to say that the  
25      real danger to teaching history that I think this Board



1 needs to be concerned about is not the APUSH framework.  
2 It's rather the diminishment and elimination of teaching  
3 history in the K-12 classroom. And it's issues that I  
4 know a lot of you have been worried about. It's  
5 something that I have been on my soapbox about for many  
6 years. And with all the other, quote/unquote "reforms"  
7 that are happening in the world of education, history is  
8 getting pushed out. It's getting pushed out of the  
9 elementary schools. It's already pushed out of a lot of  
10 the elementary schools. And even, in some cases, it's  
11 being pushed out of the high schools and middle schools.

12 So it's a plea. I apologize for taking the  
13 time that I have in front of the microphone and in front  
14 of you folks to make this plea, but I think it's an  
15 important plea, that what we really need to focus on is  
16 the Colorado standards and teaching kids how to think in  
17 the classroom. Thank you.

18 CHAIRMAN LUNDEEN: Thank you. So the next  
19 phase would be for you, Mr. Krieger, to have five minutes  
20 to rebut or respond to whatever Professor Fischer said,  
21 and Mr. Whitney has said, and then we'll give them an  
22 opportunity to respond to your response, and then we've  
23 got all sorts of questions, I'm confident. We always do.

24 MR. KRIEGER: Okay. Well, thank you very  
25 much. It's a pleasure.



1                   Now I would like to respond to the statement  
2                   that Dr. Fischer just made in which he said that he  
3                   stands for the Colorado standards and teaching students  
4                   how to think, and I agree. Now the Colorado standards  
5                   are focused almost entirely on critical thinking skills.  
6                   There is very little content. And because of that, the  
7                   framework will become the de facto curriculum in  
8                   Colorado. Now the reason it will become the de facto  
9                   curriculum is because of its close ties to the test, to  
10                  the exam.

11                  Now there is a statement on page 2 which  
12                  says, "Beginning with the May 2015 AP U.S. history exams,  
13                  no AP U.S. history exam questions will require students  
14                  to know historical content that falls outside this  
15                  concept outlines." Now, under pressure, the College  
16                  Board finally released its sample test, and I can tell  
17                  you they meant what they said. If you examine each and  
18                  every question on the test, a copy of which I have right  
19                  here, you will find that each and every question is  
20                  meticulously anchored in the framework.

21                  So I agree with Dr. Fischer. Great, I favor  
22                  a course enriched with literature. It would be really  
23                  good if the teachers taught the Dust Bowl, and they  
24                  taught the excerpt from Steinbeck's Grapes of Wrath, but  
25                  you're not going to find that on the test. The test is



1 anchored in the framework. In fact, for each and every  
2 question they anchor it to a specific skill, a specific  
3 theme, and a specific concept. So you can teach all you  
4 want outside the framework but it's the framework that's  
5 going to be tested.

6 Now it's my belief that Stanley Kurtz's  
7 articles, in which he showed the true philosophical and  
8 historical underpinnings of the framework, revealed that  
9 actually is really is a curricular coup. It really does  
10 have a specific bias. There really is a reason why the  
11 Mayflower Compact isn't mentioned, why Winthrop's "City  
12 Upon a Hill" sermon is not there, why King's "I Have a  
13 Dream" sermon isn't there. There is a reason for that,  
14 and the reason is because the framework consistently  
15 inculcates what is called the transnational or global  
16 perspective, America as simply one nation among other  
17 nations. And, therefore, what's commonly called American  
18 exceptionalism -- which Dr. Fischer has a very  
19 interesting chapter on in his book -- is all but  
20 obliterated in this framework.

21 Now I do not favor a curriculum based solely  
22 on American exceptionalism. We know that the United  
23 States has not always fulfilled its lofty ideals. But  
24 those ideals are important. It was those ideals that  
25 helped launch the abolitionist movement, the civil rights





1 movement, the women's rights movement in this country,  
2 and we have a responsibility to teach our kids these  
3 essential core values. Let us not forget that America  
4 really is a unique nation. We're not united by blood.  
5 We are united by our ideals. Thank you.

6 CHAIRMAN LUNDEEN: Thank you. Mr. Fischer,  
7 a response.

8 MR. FISCHER: Yes. I would like to respond  
9 by saying Mr. Krieger is quoting some articles by Stanley  
10 Kurtz. Stanley Kurtz is not a historian, and actually,  
11 his articles violate the historical method. He has no  
12 evidence. As a matter of fact, Mr. Bender had nothing  
13 whatsoever to do with the creation of the standards, of  
14 the APUSH framework. He's not involved in any of the  
15 committees. He didn't write anything. So the line that  
16 Mr. Kurtz draws is simply speculation, based on his  
17 inference about what he reads in the document.

18 So another criticism that came from his Mr.  
19 Krieger was he mentioned Dr. Anderson. Well, I'm not  
20 sure if you know Dr. Anderson. Dr. Fred Anderson from  
21 the University of Colorado is one of the most highly  
22 respected historians in the nation. He was involved in  
23 the document but he does not focus on the United States  
24 as imperialistic. What the actual books that he's  
25 written do is talk about the struggle that the United



1 States faced in a world of empires, both Native American  
2 empires and European empires, and trying to match their  
3 ideals of liberty to this world of empire.

4 So a lot of the characterizations that are  
5 going on are incomplete and actually, in themselves,  
6 violate the historical method.

7 I've got to mention -- I said I was going to  
8 come back to LeBron James. If you'll look at the part,  
9 the test, and look at the quote from Ben Franklin, it's  
10 quite specifically related to Franklin's understanding of  
11 the Enlightenment and the relationship between the  
12 Enlightenment and the Great Awakening, two critically  
13 important aspects of early 18th century American history,  
14 that I'm quite sure LeBron James doesn't know much about,  
15 and I'm quite sure that students need to understand  
16 Franklin in order to understand what is in that quote.

17 So I say again, this is not the demon that  
18 the critics have made it out to be. There are comments  
19 about -- that people can read as positive towards  
20 American history, but that's not the point. The point of  
21 the document, the point of the new course, as Mr. Whitney  
22 was talking about, is to teach the kids how to think.  
23 The old AP exam, very, very many more multiple choice  
24 questions, a lot more memorization of specific names and  
25 dates and facts and events. Students are being asked to



1 think and write and understand evidence in the new exam.

2 I think that's probably my five minutes.

3 CHAIRMAN LUNDEEN: I think so. So with that  
4 we will turn to the Board for questions. Who would like  
5 to dive in first? Madam Vice Chair?

6 MS. NEAL: Yes, as the only member of the  
7 State Board who is a history teacher.

8 We had a discussion this morning that I  
9 think was really appropriate for this afternoon. We were  
10 talking about Colorado standards and I particularly am  
11 always talking about unintended consequences, and it  
12 grows larger and larger with me, how we think we're doing  
13 things and we're doing them well and the unintended  
14 consequences.

15 When we adopted the first set of Colorado  
16 standards for No Child Left Behind back in -- when was  
17 it? -- '98 or '96, the decision was made not to test  
18 social studies, and because of that decision, we stopped  
19 -- in many cases, stopped teaching it in elementary  
20 school. And when I think back to my elementary school,  
21 and, you know, the Mayflower and the pilgrims and the  
22 first Thanksgiving, and all of those things which were  
23 just a basic of my American history -- and different  
24 schools do different things. I'm not saying they don't  
25 teach it, but many schools have really downgraded social



1 studies in the elementary schools, and that's an  
2 unintended consequence of the decision we made.

3 We had a further discussion today about the  
4 testing, and there was a line at the bottom where a lot  
5 of the districts didn't think social studies testing was  
6 important, and that really concerns me because I do think  
7 it's very important. So I just wanted to give you a  
8 little bit of that background.

9 However, I tend to agree with Mr. Krieger,  
10 but I -- see, I don't think people set out do evil  
11 things. I don't think anybody did this directly. But I  
12 spent a lot of time with this framework and he's right.  
13 There is an inordinate amount of time spent on slavery  
14 and the Native Americans and negative impacts. So again,  
15 with unintended consequences, the teachers who read this  
16 framework, and we're talking, of course, about AP  
17 classes, but even -- they impact regular -- they're --  
18 you know, if that's what you're seeing, all these  
19 negative consequences, then that's what you'll probably  
20 end up teaching.

21 So I am concerned. You and I, Dr. Fischer,  
22 had a discussion, you know. I was complaining about the  
23 fact that, if you remember, that they talked about Ronald  
24 Reagan spoke in a bellicose fashion, or I've forgotten  
25 but the word "bellicose" was there -- his rhetoric, his



1 bellicose rhetoric, and you agreed with me that that  
2 might not have been the best choice. But to me, why did  
3 they say that? You know, why was it in there?

4 MR. FISCHER: Well, do you want me to answer  
5 --

6 MS. NEAL: Yeah, you did the fellas good,  
7 yes.

8 MR. FISCHER: -- give the answer that I did?  
9 Because I thought it illustrates how, if one is only  
10 looking for positive and negative, you're missing -- one  
11 misses the point.

12 MS. NEAL: Yes.

13 MR. FISCHER: So again, some definitions of  
14 bellicose suggest aggressive or hawkish, and I happen to  
15 feel that President Reagan was purposely aggressive and  
16 hawkish. Those that argue that Reagan was the -- was  
17 central to the end of the Cold War, and that his rhetoric  
18 and the spending, the defense spending forced the Soviet  
19 Union into collapse, I would think would be comfortable  
20 with the word "bellicose," because the idea is that he  
21 did this purposely. He didn't do it to be mean. He  
22 didn't do it to be bad. This was a purposeful attempt by  
23 Reagan to accomplish an end that all the Cold War  
24 presidents were attempting to accomplish.

25 And so my argument to Vice Chair Neal was I



1 don't see that as negative, because the idea is this is  
2 actually what happened, and those who would support  
3 Reagan would have supported this idea. They were happy  
4 that he did it, and they criticized President Carter for  
5 not being bellicose enough. And so it's not -- in that  
6 case, bellicose is a positive.

7 MS. NEAL: And I tend to agree with you. I  
8 love what you said. I would just like to believe that  
9 that's what they meant when they put it in there.

10 One of the things that bothers me about  
11 these issue is that, as a history teacher, there's a  
12 tendency to judge things that happened by modern  
13 standards, and I fear that that would happen. And I see  
14 them talking about like, for instance, one of the major  
15 things they talk about is dropping the atomic bomb on  
16 Japan. In every book it's dropping the atomic bomb on  
17 Japan. How much knowledge did Americans have about  
18 atomic energy in 1945? You know, they had dropped one  
19 bomb, in the desert. They didn't -- I think most people  
20 just thought it was a super big bomb. We didn't have the  
21 knowledge. Plus they forget to balance that out with the  
22 fact that the United States stayed in Japan for 10 years  
23 and restored their economy. And if they'd have had both  
24 of those things in there it wouldn't bother me so much,  
25 but they just repeatedly brought up the matter that we



1 dropped the atomic bomb.

2           There's a few other little areas in here. I  
3 don't think they set out to do this in a negative  
4 fashion. I'm quite sure they didn't say, oh, let's teach  
5 them that American -- I hope that they didn't say, "Let's  
6 teach them that America's history is something to be  
7 ashamed of." I don't believe they did that. But by  
8 listing the things that they did list so often, the  
9 teacher who is teaching it may well pick that up, you  
10 know, that unintended consequence. So this is what's  
11 mentioned in the framework so this is what I should be  
12 teaching.

13           And I was counting at one time but I lost  
14 track of how many times they talked about slavery, and  
15 how many times they talked about women, and how many  
16 times they talked about the Native Americans, and it just  
17 was just a continual (indiscernible), but they never  
18 talked about why did these people come to this new  
19 country? What did they hope to get out of it? The free  
20 land and the idea that you could, you know, have your own  
21 place and your own land and build your own future -- they  
22 didn't mention that in the framework. But they talked  
23 about --

24           MR. WHITNEY: I actually think -- I think  
25 they did.



1 MS. NEAL: Well, I hope --

2 MR. WHITNEY: And I would like to -- for  
3 example, women's history, yes, you're right. Women's  
4 history is mentioned a lot. The general trend of women's  
5 history one can easily view as positive.

6 MS. NEAL: Oh, it is.

7 MR. WHITNEY: Gaining more responsibilities,  
8 more roles, more rights, more power.

9 MS. NEAL: If you're just talking about what  
10 they did and not talking about how somebody else held  
11 them back. And, you know, I am not one to tend to think  
12 that anybody does something for, you know, the wrong  
13 reasons. I don't think that they intended to do that  
14 when they wrote the framework. But I agree with Mr.  
15 Krieger that, you know, there's a tendency on people to  
16 pick that up.

17 And so I will yield the floor, but I really  
18 appreciate the discussion. I'm glad we had the  
19 discussion this morning about elementary social studies  
20 and I'm glad we're having this discussion this afternoon,  
21 because I think history is so important, but it is so  
22 important that we teach children to have a balanced look,  
23 and don't emphasize either side. And I hope that's what  
24 happens as they move forward.

25 CHAIRMAN LUNDEEN: So I'm going to give Mr.





1 Krieger in this pause a moment to kind of catch up. When  
2 you're not in the room you don't really get the  
3 opportunity to interact so I'll give you an opportunity  
4 to interact on the several issues that were just floated  
5 out there.

6 MR. KRIEGER: Thank you. Well, I found the  
7 discussion on Reagan to be very interesting, yet the  
8 framework specifically talks about his bellicose  
9 rhetoric, and guess what the answer is to Question 23?  
10 Now the question has to do with Reagan's famous "Mr.  
11 Gorbachev, tear down this wall" and Question 23 says,  
12 "Reagan's speech best reflects which of the following?"  
13 The answer is "increased assertiveness and bellicosity."

14 Now, one of my roles is a teacher and an  
15 author of test prep materials. My students had  
16 historically always gotten 5s or 4s. The reality of the  
17 matter is the fastest way to a 5 on this test, or 4, is  
18 through the framework. That should be very clear for all  
19 to see. Bellicose rhetoric, bellicosity as an answer.

20 That's what's throughout this document. If  
21 you look at the last question on the test, which is an  
22 extended essay, it says, "Evaluate the extent to which  
23 transatlantic interactions from 1600 to 1763 contributed  
24 to maintaining continuity as well as fostering change in  
25 labor systems in the British North American colonies."



1 Well, very clear, you're right. Slavery is mentioned --  
2 one article I read said 69 times, slavery, 69 times. And  
3 so the shortest way to a 5 would not be to dispute it.  
4 It would be simply to rephrase it and give back to them.  
5 Now as things now stand, in my role of preparing students  
6 to do well on the test, that's what I'll be forced to do.

7 CHAIRMAN LUNDEEN: Okay. Jane, I think you  
8 had your hand up for a question or a comment?

9 MS. GOFF: Kind of a general umbrella  
10 question. My understanding is that the framework is  
11 thematic in nature.

12 MR. FISCHER: Yes.

13 MS. GOFF: And I would -- I'm going to go  
14 out on a branch and assume that AP history teachers are -  
15 - they are professionally developed in this as well --

16 MR. FISCHER: Yes.

17 MS. GOFF: -- basic assumption. I know  
18 several AP history teachers and I know people.

19 MR. FISCHER: Traditionally it's kind of a  
20 plum for the better teachers in the school, and they have  
21 to take AP professional development over summers and  
22 other times.

23 MS. GOFF: And since 2011 -- isn't that when  
24 this first was sort of revealed, the new coming  
25 framework?



1 MR. WHITNEY: 2012.

2 MS. GOFF: It was 2012. Okay.

3 MR. WHITNEY: October.

4 MS. GOFF: So since that time, has there  
5 been -- and I don't know whether you teach teacher  
6 educators, teachers.

7 MR. FISCHER: Actually, I've run the teacher  
8 education program at my university, so I work with the  
9 future teachers.

10 MS. GOFF: Yeah. Well, talk to me a little  
11 bit about what is part of the expectation of their -- of  
12 the teachers of this course, any course, expectations?  
13 Is there something tied -- is it indexed according to the  
14 AP curriculum, whatever that may be?

15 MR. FISCHER: No. No, no. It's --

16 MS. GOFF: Performance standards?

17 MR. FISCHER: -- the teachers in the state  
18 of Colorado have to major in their content area, so in my  
19 particular -- at my university, most of them choose to be  
20 history majors -- and so they're deeply imbued with  
21 ideals of historical thinking. And there's a certain  
22 number of courses in a certain number of areas that they  
23 have to take. But the only actual framework or  
24 guidelines that we specifically teach them are the  
25 Colorado standards. So they have to be very familiar



1 with the Colorado social studies standards. That's a  
2 requirement. But as far as AP goes, we -- I invite some  
3 AP teachers to come talk in my methods class about how to  
4 teach AP history, but that's just something, a career  
5 goal that some of my students might have.

6 MS. GOFF: And then local districts also  
7 have the prerogative to offer their own supplementary  
8 professional development, whether it's strictly related  
9 to AP U.S. history or not. It's up to school districts  
10 to decide.

11 I just wanted to verify that because I know  
12 that from, over the years, my acquaintances who have been  
13 U.S. AP history teachers have talked a lot. In fact, I  
14 kind of taught a related content area so I had a lot of  
15 interaction with that field.

16 MS. NEAL: (Indiscernible.)

17 MS. GOFF: Yeah. We should have worked  
18 together, Marcia.

19 MR. FISCHER: And these are usually teachers  
20 who are very sure of what they want to do. I think Anton  
21 spoke this morning and there's now way I could ever tell  
22 Anton how to teach a class.

23 MS. GOFF: No, I -- I hope not.

24 MS. NEAL: He was good. I wrote his name  
25 down.



1 MS. GOFF: But it's curious that -- it's  
2 unfortunate, as I'm hearing this today, that there's some  
3 doubt, I guess you would call it, of teachers being able  
4 to raise the standard, connect the content points, make  
5 it the strong presentation and embellishment, create the  
6 meat or the enrichment in a course. I find -- I was  
7 going to support the teacher but I do think that the  
8 capability and the competence potential is there to  
9 really embellish it well.

10 MR. WHITNEY: Mr. Chair?

11 CHAIRMAN LUNDEEN: Mr. Whitney.

12 MR. WHITNEY: I just wanted to make the  
13 point that -- so AP teachers typically, in almost every  
14 instance, are your most senior teachers, whereas the  
15 teachers that Dr. Fischer is working with are incoming  
16 into the profession, so big difference in terms of  
17 seniority and pedagogical styles and that kind of thing.

18 CHAIRMAN LUNDEEN: Mr. Krieger, did you want  
19 to get in? Any comment there? If not, we'll move on.

20 MR. KRIEGER: A brief comment. A speaker in  
21 Georgia, for the Department of Education, said that, in  
22 fact, there was a tremendous influx of new teachers  
23 coming into AP U.S. history, and reports that I've  
24 received from teachers across America who attended the  
25 summer institutes indicated surprisingly large number of



1 new teachers.

2 Now this actually addresses a very important  
3 point. We have one sample test. That's it. One year  
4 ago today we had eight released tests -- I have them all  
5 right here -- with 680 multiple choice questions, just  
6 one of which, Dr. Fischer, asks students for a date.  
7 That's just not true that these multiple choice  
8 questions, which were written for generations of scholars  
9 and committees, were nothing but names, dates, and  
10 places. It's just not true. The tests are right here.

11 Now, we've gone from eight tests to one  
12 test. At AP Central we had over 400 graded sample  
13 essays. That's all gone. It's gone because the new test  
14 had new style essay questions, and that's four short  
15 essays which we've never had before. Students have to  
16 write an essay in 11 minutes and 15 seconds. They've  
17 changed the DBQ. The reality of the matter is we don't  
18 have any sample materials for these essays. In the past  
19 I told kids, "Here's what a 9 here, and 8 here, the top,  
20 the medium, and the bottom." We can't do that right now.  
21 What that shows is they just weren't ready. They pushed  
22 this onto us when they didn't have enough preparation  
23 materials. That's simply an irrefutable point.

24 CHAIRMAN LUNDEEN: Thank you. In the  
25 interest of time I'm going to move on. Angelika,



1 question or comment?

2 MS. SCHROEDER: One of both. I'm reflecting  
3 on my own education and I'm so gratified that I had  
4 really wonderful American history teachers in high  
5 school. I never had a multiple choice test. They were  
6 always essay questions. There was the challenge of how  
7 to get 100, because you do need to give evidence, and the  
8 wordier you were the better your chances were. I'll just  
9 leave it at that.

10 It seems to me, reflecting only on my own  
11 education, that this was something that was built over  
12 time, that I learned about American history in elementary  
13 school in a number of grades, in middle school in a  
14 number of grades, and in high school in a number of  
15 grades, and maybe I should have looked back before this  
16 on our standards, but I am assuming that that's what our  
17 standards do.

18 And in that case it is perfect appropriate,  
19 in my opinion, for us to look much more deeply into  
20 certain specific themes and certain areas because the  
21 groundwork has been laid for understanding. We all know  
22 who George Washington is. We know who Ben Franklin is.  
23 We've studied this. We should have studied this  
24 extensively. Now Marcia scares me because she says we  
25 don't, but my own experience is that you do, and you



1 already know an awful lot by the time you are a freshman  
2 in high school.

3 MS. NEAL: But they don't today, is what I  
4 said.

5 MS. SCHROEDER: Well, do they -- if our  
6 schools are adhering to our content, our Colorado content  
7 standards, do they?

8 MR. FISCHER: Yes.

9 MS. SCHROEDER: Because I think that's the  
10 important thing we need to be talking about.

11 MR. FISCHER: Because there are standards  
12 for every grade and it has spiraled up learning about  
13 both content and skills from pre-K to 12. That's the  
14 theory.

15 MS. SCHROEDER: So if this was the first  
16 blush, or if you haven't seen anything since sixth grade,  
17 and then I would be taking an AP test, I would question  
18 whether the foundational knowledge is there to have some  
19 of these deeper discussions. But I am assuming that we  
20 are doing much better by our kids, and I am hoping we are  
21 doing much better by our kids. It certainly was my  
22 experience and it was my children's experience as well.  
23 I guess it's a matter of faith but I'm going to --

24 CHAIRMAN LUNDEEN: Is that a comment or a  
25 question, or that was both?





1 MS. SCHROEDER: Well, he answered the  
2 question that it is assuming that our standards prepared  
3 students.

4 MR. FISCHER: If you read the document, some  
5 of the documents from the College Board they suggest  
6 exactly that. It is assumed that the AP course is built  
7 upon foundational knowledge that they've gained in other  
8 places. So it's not to ignore certain other aspects of  
9 history, although as I've argued, I think the concepts  
10 include all of the content that some critics have  
11 suggested is not there.

12 MS. SCHROEDER: But there will be hits and  
13 misses. That's a reality of who's teaching classes.

14 MR. FISCHER: Exactly.

15 CHAIRMAN LUNDEEN: Thirty seconds, Larry,  
16 and then coming to Pam or Elaine.

17 MR. KRIEGER: Okay. Well, I come back to  
18 the test. You can teach what you want under the  
19 flexibility doctrine. It's not going to be on the test.  
20 The test is anchored in the framework, and the framework  
21 is a biased, negative document, exactly what Dr. Ketcham  
22 said.

23 CHAIRMAN LUNDEEN: Pam, do you have  
24 questions, or Elaine? Go ahead.

25 MS. MANZANEC: I just want to say that -- all I would



1 like to ask, you gave an example of something you thought  
2 was positive. How do you feel about some of the examples  
3 of negative? Do you feel that those are --

4 MR. FISCHER: There's not a single --

5 MS. MANZANEC: -- why are -- why are they  
6 worded that way?

7 MR. FISCHER: -- there is not a single  
8 concept that I've found that is not true.

9 MS. MANZANEC: What about the -- what about  
10 the one about the Mexican-American War, that was because  
11 of American superiorities and --

12 MR. FISCHER: It depends on how much time  
13 you want me to give for the answer.

14 CHAIRMAN LUNDEEN: You've got 15 seconds.

15 MS. MANZANEC: Would you agree that that's a  
16 negative depiction of the cause of that war?

17 MR. FISCHER: I think it's a true depiction  
18 of the cause of that war.

19 MS. MANZANEC: So --

20 MR. FISCHER: It's accurate according to the  
21 evidence in the sources.

22 MS. MANZANEC: Okay. There's a lot of  
23 howevers --

24 CHAIRMAN LUNDEEN: Elaine, comments?

25 Questions?



1 MS. BERMAN: Well, I guess my comments are I  
2 think people are always going to be dissatisfied. I  
3 mean, I think the way history is depicted depends a lot  
4 on your perspective and so forth. So I was just looking  
5 at something that was handed out about what's in and  
6 what's out, and the thing that I care the most about is  
7 out, which is you've taken out the term "Holocaust." And  
8 I was just approached very recently by a Holocaust  
9 survivor asking what the Department of Education could do  
10 to make sure the Holocaust is included not necessary in  
11 AP but in our history standards, and it's not.

12 So, I mean, I think there are lots of things  
13 that we could all -- and, of course, I think it would be  
14 great if it were, for such obvious reasons, and knowing  
15 the comment, and I know that you would make the argument  
16 that you can't teach historical incidences in that period  
17 of time without mentioning the Holocaust.

18 MR. FISCHER: That's correct, and the fact  
19 is I believe the Holocaust must be taught as part of the  
20 world history curriculum, first of all. As far as the  
21 standards go, because of local control we were very  
22 restricted in the kinds of content we could include, and  
23 ironically, including the Holocaust in this document  
24 would have opened it up to more criticisms of negativity,  
25 because actually the American reaction to the Holocaust,



1 up until 1945, and to the plight of the Jews in Europe  
2 was not the most positive chapter in our history.

3 MS. BERMAN: But it was factual.

4 MR. FISCHER: Absolutely. I agree.

5 MS. BERMAN: It was factual, whether it's  
6 positive or negative. But anyway, my point is I don't  
7 think you're going to get -- my personal -- you're not  
8 going to get satisfaction from everybody. If we went the  
9 route that we're hearing here you'd hear other people be  
10 dissatisfied. I'm not an expert. I'm not a social  
11 studies or a former history teacher, so I will have to  
12 defer to the people in the profession, the history  
13 profession. And it just sounds to me like you represent  
14 the majority and Mr. Krieger does not, based upon the  
15 number of professional historian groups that have  
16 endorsed these.

17 CHAIRMAN LUNDEEN: Okay.

18 MS. MANZANEC: Could I say --

19 CHAIRMAN LUNDEEN: Sure, Pam, and then we'll  
20 come to --

21 MS. MANZANEC: Just to be clear, the  
22 question I was talking about is "Enthusiasm for U.S.  
23 territorial expansion, fueled by economic and national  
24 security interests and supported by claims of U.S. racial  
25 and cultural superiority resulted in war with Mexico, the



1 opening of new markets, acquisition of new territory, and  
2 increased ideological conflicts." And that is the  
3 question you say is a true statement.

4 MR. FISCHER: Mm-hmm.

5 MS. MANZANEC: What about the fact that the  
6 Mexican -- Mexico had not paid their debt to the United  
7 States and then made a surprise attack on American  
8 troops? See, that's what --

9 MR. FISCHER: The American troops were --

10 MS. MANZANEC: -- what bothers me --

11 MR. FISCHER: -- actually purposely into  
12 Mexican territory to force the attack.

13 MS. MANZANEC: Well, why not --

14 MR. FISCHER: Again, we can talk a long time  
15 --

16 MS. MANZANEC: -- well, why not have those  
17 facts instead of --

18 MR. FISCHER: Because --

19 MS. MANZANEC: -- the depiction of why the  
20 war happened?

21 MR. FISCHER: -- they didn't --

22 MS. MANZANEC: That's --

23 MR. FISCHER: -- I don't know. I did not  
24 write the document. But my -- this one discussion could  
25 last an hour.



1 MS. MANZANEC: Yeah, but that's what  
2 disturbs me, is it seems to me that it's a depiction of  
3 the motivations rather than the facts. I'd like to see  
4 more facts.

5 CHAIRMAN LUNDEEN: This one discussion has  
6 lasted an hour. Dr. Scheffel.

7 MS. SCHEFFEL: Thanks for the opportunity to  
8 make a comment.

9 This is really a question for Terry and the  
10 College Board. It strikes me that the College Board is a  
11 private organization that is not accountable to the  
12 public and yet it is the entity that offers AP courses in  
13 the public school system, which should be highly  
14 accountable to the public. And my question is, is the  
15 College Board willing to delay the implementation of the  
16 redesigned framework with the opportunity for more  
17 entities to give feedback and to create a more balanced  
18 document, at least in the minds of folks that feel like  
19 they've had no input?

20 And I think that we have this issue in  
21 education, in many arenas. I was just looking at the  
22 entities that you said have supported it -- the American  
23 Association of Historians, the National Council for  
24 Social Studies, the Organization for American Historians,  
25 the National Council for History Education. All these



1 entities have pretty much a homogeneous perspective on  
2 this document. Where is the opportunity for the public,  
3 whose children are educated in these courses, to have  
4 input on the language that comprises this framework, and  
5 why wouldn't the College Board take time to get more  
6 input and create a document that's more eclectic and that  
7 is more acceptable to more entities, apart from these  
8 professional entities that think pretty similarly on the  
9 language?

10 MR. WHITNEY: I would answer by saying I  
11 draw you back to the chronological page that I gave year.  
12 It was a seven-year period, and if you'd look at that it  
13 includes validation studies, it includes pilot testing,  
14 two sets of that, it includes a revision of the first  
15 framework. So I think that there is ample opportunity  
16 for the public to be involved.

17 I also would say that in regard to your  
18 question about these entities that have issued statements  
19 of support, as far as I know they are not closed  
20 organizations, so in my mind, anyone has the opportunity  
21 to join them.

22 And to your first point about the College  
23 Board being a private organization, we're actually a  
24 nonprofit and our membership is made up of colleges and  
25 universities around the country, so by nature, a



1 republic.

2 MS. SCHEFFEL: I guess my point is that  
3 parents, whose children are being educated in these  
4 courses, have virtually no path of influence, unless they  
5 join the American Association of Historians, which, as  
6 you point, is comprised -- which is as you point out, is  
7 comprised from university folks. So, I mean, the problem  
8 is the end user is the parent and the child and they have  
9 like no path of influence that I can see, even though  
10 this has been going on for a number of years.

11 MR. FISCHER: I was actually the chair of  
12 one of those organizations, NCHE, the National Council  
13 for History Education, and we are more than happy to have  
14 anybody interested feel free to join. Go up, join. We  
15 pride ourselves -- we have prided ourselves on including  
16 as many members of the public as possible. And believe  
17 me, these organizations are not homogenous. From  
18 experience there are plenty of disagreements that go on  
19 between these organizations.

20 MS. SCHEFFEL: But in reality, how many  
21 parents really have looked at this language and said, "I  
22 want my child to have AP credit and I'm looking at this  
23 language and this is what I want my son or daughter to be  
24 enmeshed in," in terms of understanding history? I mean,  
25 I would -- I have been involved in this kind of work too,





1 but not in the history content area, and it's usually --  
2 these organizations aren't the avenues through which  
3 parents would have a voice. I'm just saying I would like  
4 to see this looked at again with more input from people  
5 whose children are going to be taking these courses.

6 CHAIRMAN LUNDEEN: So here's what I'm going  
7 to do. I've got a brief question for Mr. Whitney and  
8 then I'm going to ask a question -- the same question of  
9 both Mr. Krieger and Mr. Fischer, and we'll let Mr.  
10 Fischer have the final word since Mr. Krieger had the  
11 first word.

12 The brief question for Mr. Whitney is there  
13 is an action plan that was due out today. Apparently  
14 it's coming out tomorrow, from the College Board. What's  
15 the action plan. Is this just more talking points on how  
16 to redirect people's thinking on this? Is this actually  
17 an action plan that would involve any kind of change in  
18 behavior or change in plan?

19 MR. WHITNEY: As I said during my testimony,  
20 I believe it reflects the point of taking the criticism  
21 that we've received seriously and coming up with some  
22 specific points to try to address those in the best way  
23 that we see fit. So I think you will be pleasantly  
24 surprised.

25 CHAIRMAN LUNDEEN: So there -- you know, so



1       there is hope that things might be delayed, or something  
2       of that nature? It doesn't go that far. It's just  
3       better conversation?

4                       MR. WHITNEY: I wouldn't really go that far  
5       as to say it will be delayed. I think it reflects the  
6       fact that there are different perspectives in terms of  
7       the types of viewpoints that we've heard during this  
8       discussion and over the course of the rollout of the  
9       curriculum framework. And what we've tried to do was  
10      listen to all sides, in terms of those that said that the  
11      document is commendable as well as those who have  
12      different views, like yourself, and trying to address to  
13      the extent that we can.

14                      CHAIRMAN LUNDEEN: I appreciate that. So  
15      the question for the two panelists is, the Colorado  
16      standards, which, thank you, Professor Fischer, for being  
17      a part of drafting and creating those standards, are  
18      skill only, or they're principally about skills, and,  
19      therefore, the focus of the teaching, based on the  
20      imperatives of time and the test itself -- you only have  
21      so much time to push so much information and so many  
22      thoughts and so many skill development efforts forward,  
23      and the test is the end goal that everyone is headed for  
24      -- it's going to focus on the content that is in the  
25      framework. And it's 50 pages of content, and my,



1 admittedly, reading of it, based on my perspective,  
2 anecdotally, it does create this enormous challenge to  
3 the nobility of the American experiment.

4 So my question is, that if those 50 pages of  
5 content that are available, it appears to me they create  
6 a barrier that instructors would have to climb over in  
7 the limited time they have if they, in fact, want to  
8 teach the broader scope or the broader set of information  
9 that might be available.

10 So first, that goes to Mr. Krieger first, as  
11 I'd said, and then we'll let Mr. Fischer have the final  
12 snap at that.

13 MR. KRIEGER: Mr. Lundeen, I agree 100  
14 percent with what you just said. In point of fact, in  
15 the internet age this action plan is already out on the  
16 internet, and this was a perfect time for compromise.  
17 This was the perfect time for the College Board to listen  
18 to people, but they didn't.

19 The so-called action plan has a couple of  
20 small concessions. They will release a few more  
21 questions. They will have a couple more samples, that  
22 don't use Howard's End, but they have not changed so much  
23 as one syllable in the actual framework. I'm sorry but  
24 they haven't.

25 I wish that they had done that. I wish they



1 had listened to people, and I would like to say, yes,  
2 those organizations, I read the articles in the New York  
3 Times and in the Texas Trib, and I've already written a  
4 response to that. The people all repeated the exact same  
5 talking points. Over and over again, we have a  
6 repetition of talking points. These talking points have  
7 been refuted. The time has come to stop talking about  
8 talking points and think about the principles upon which  
9 this country rests, which Mr. Lundeen has so eloquently  
10 noted.

11 CHAIRMAN LUNDEEN: You're too kind. Mr.  
12 Fischer, final thoughts.

13 MR. FISCHER: Mr. Krieger talks about "the  
14 people" disagreeing with this, and he can't be any  
15 farther from the truth. There are a couple of  
16 individuals that have opposed this. Their arguments have  
17 been published on a validly extremist website, okay.  
18 Most people who have looked at this support this, and I  
19 think it would be a shame if we allow our political views  
20 and the voices of a few extreme people to harm -- to  
21 change the evidence, to change what actually happened in  
22 the past. That is the important point.

23 I completely agree with Chairman Lundeen's  
24 belief that we need to believe in the nobility of  
25 America. I believe in the nobility of argument, of open



1 debate, of discussion, of free speech. Not all of our  
2 ancestors did believe in things like that, and just  
3 because we wish it to be so does not make it so.

4           So it is not that the writers of this  
5 document and the content in this document is meant to --  
6 or even result in any sort of negative view of the  
7 country. There is plenty of ability for teachers and  
8 students within this document to answer the question you  
9 asked, the final question you asked, to teach about  
10 nobility, to teach about the wonders of the American  
11 past, and still answer the questions in the AP exam.

12           I really appreciate you folks giving me an  
13 opportunity to speak today. Thanks very much.

14           CHAIRMAN LUNDEEN: Excellent. Thank you  
15 all. We appreciate all three of you being here to engage  
16 on this conversation.

17           So that is the end of this piece. The final  
18 item -- and we have applause.

19           (Applause.)

20           CHAIRMAN LUNDEEN: We don't get applause  
21 here very often, so thank you all.

22           Mr. Krieger, thanks for joining us via  
23 videoconference.

24           The next and final item on the agenda for  
25 the State Board today is our second section of public



1 comment. Do we have a signup sheet for that? Do Board  
2 members need a brief break, or are we okay to just keep  
3 charging ahead.

4 Charge ahead. We're going straight on  
5 through.

6 (Pause.)

7 CHAIRMAN LUNDEEN: So the rules are the same  
8 as they always are. We're glad you're here. We'll give  
9 you three minutes at the lectern, which is going to  
10 reappear here shortly. Please speak into the microphone.  
11 State your name, state where you're from, and if you  
12 represent an organization, who that organization may be.

13 The first speaker -- oh, I was going to let  
14 the first speaker sit down but you're not going to get to  
15 sit down -- Valentina Flores is our first speaker.  
16 Please limit yourself to three minutes.

17 No? You're going to take a pass?

18 MS. FLORES: No. I was never down to speak.

19 CHAIRMAN LUNDEEN: Well, somebody signed you  
20 up.

21 (Laughter.)

22 CHAIRMAN LUNDEEN: Okay. You can defer your  
23 time. However, that does not give Bill Jaeger additional  
24 time. Bill, you're still limited to three minutes.

25 MR. JAEGER: Thank you, Mr. Chair. I won't



1 need that time.

2 Good afternoon. My name is Bill Jaeger.

3 I'm the Vice President of Early Childhood Initiatives at  
4 the Colorado Children's Campaign. I want to thank you  
5 for the time to speak to you today about Colorado School  
6 Readiness Assessment Implementation Process.

7 Earlier today you heard some recommended  
8 changes to Colorado School Readiness Assessment Menu that  
9 will expand choices available to school districts. We  
10 wanted to come and express our support for adding these  
11 new tools to the menu of assessments, and our sincere  
12 appreciation for the thoughtfulness with which CDE has  
13 approached the work around school readiness. They have  
14 engaged stakeholders, thoroughly vetted choices and  
15 partnership with experts, and while working to provide  
16 more flexibility in how the school readiness work  
17 proceeds have remained faithful to the importance of  
18 validity and reliability in assessing children in a  
19 developmentally appropriate way across multiple domains.

20 Key element of Colorado's achievement plan  
21 for kids was the recognition that children's path to  
22 success starts early. Knowing where students are when  
23 they begin their academic path helps design a plan that  
24 will ensure they end with success. Here we are, six  
25 years later, and it's exciting to see all the progress



1 being made and good work that going into supporting the  
2 implementation of individual school readiness plans that  
3 are based on valid and reliable measures of multiple  
4 domains and that recognize the importance of supporting  
5 the growth of the whole child.

6 Your decision next month to add more tools  
7 to educators' toolboxes to assess children's school  
8 readiness will allow for more flexibility in assessment  
9 in school readiness planning but will retain the vision  
10 that we've been working toward for years. That vision  
11 recognizes that measuring children's school readiness in  
12 multiple domains provides vitally important information  
13 to parents and to educators. From robust, valid, and  
14 reliable measures of children's cognitive, non-cognitive,  
15 and social-emotional development we can more accurately  
16 build plans and support their growth. At the same time,  
17 we can inform individual parents about how to support  
18 their child and what choices they can make to advance  
19 their success.

20 Finally, we applaud the type of assessment  
21 associated with school readiness. This approach is  
22 developmentally appropriate, authentic, embedded in  
23 classroom experiences, and acknowledges educators'  
24 understanding of children and their care. We encourage  
25 you to maintain a focus on school readiness assessment





1 and planning as an essential element of ensuring  
2 children's success and we support the adoption of these  
3 new tools that will provide greater flexibility in how  
4 the intent of this work is implemented.

5 Thank you.

6 CHAIRMAN LUNDEEN: Thank you, sir. Jason  
7 Melvin.

8 MR. MELVIN: State Board members,  
9 Commission, my name is Jason Melvin. I'm an insurance  
10 advisor with Cherry Creek Insurance Group and a Denver  
11 resident. I'm here to voice my support for the Colorado  
12 Academic Standards, which are Colorado's best hope in  
13 creating students and citizens that have the knowledge,  
14 skills, behaviors to contribute positively to our society  
15 and to succeed in life.

16 Colorado's adoption of the Colorado Academic  
17 Standards, which includes Common Core in English and  
18 math, was a huge step forward towards continued viability  
19 in our workforce. Currently the state is only producing  
20 22 postsecondary degree holders for every 100 students  
21 that are in high school. That statistic is lamentable on  
22 its own, but becomes truly appalling when we consider  
23 that 74 percent of Colorado jobs will require a  
24 postsecondary degree as soon as 2020.

25 Clearly, few students succeed with the



1 system while most do not. Standards make (indiscernible)  
2 for post-graduation readiness clear and consistent  
3 throughout the state, ensuring that a student from  
4 Alamosa is just as prepared as one from Fort Collins.

5 Implementing the Colorado Academic Standards  
6 should be common sense. As a business leader, I make  
7 expectations for myself and my business clear and  
8 consistent. Not only does this give me well-defined  
9 goals to work towards but offers me a precise way to  
10 evaluate my progress and overcome any obstacles to  
11 improvement. Having clear standards for students not  
12 only gives me something to strive for but makes it easier  
13 to identify those who may need extra help in reaching  
14 those goals.

15 The early intervention made possible by the  
16 standards will ensure every Colorado student graduates  
17 fully prepared for a job or career after high school.  
18 These same standards will benefit teachers by giving them  
19 a specific way to assess whether or not a student is  
20 succeeding and giving them clear means of measuring  
21 progress and success.

22 Colorado Academic Standards are the best way  
23 to ensure both local control and global competitiveness.  
24 These standards represent a set of high expectations but  
25 it is up to local administrators, teachers, and other



1 officials to decide how those expectations are best met  
2 within the context of our state.

3 With that, we not merely allow students to  
4 graduate with a diploma but also with skills and  
5 knowledge that will benefit them for the rest of their  
6 lives. The fact that these standards have been adopted  
7 in almost every other state ensures that Colorado  
8 students will be able to compete for the best  
9 opportunities, both in the state and nationally.

10 In an increasing globalized economy, local  
11 businesses like mine are required to compete on an  
12 international scale. Colorado's decisions and  
13 experiences are the core of our children's education. We  
14 can no longer afford to be the sole focus. Recent  
15 international studies have found our country's education  
16 system lacking in both English and math. The Colorado  
17 standards look to eliminate that achievement gap while  
18 allowing for innovation and customization on the local  
19 level.

20 Thank you for your time.

21 CHAIRMAN LUNDEEN: Thank you. Mr. Robert  
22 Clinton, who must have heard Angelika Schroeder speaking  
23 earlier today. Mr. Robert Clinton is President of the  
24 Colorado Council for Economic Education.

25 MR. CLINTON: Thank you very much, Chairman



1 Lundeen.

2 CHAIRMAN LUNDEEN: And an inside comment.  
3 Angelika was speaking about financial literacy and the  
4 importance of it, so I'm assuming you heard that on the  
5 internet and came right on down.

6 MR. CLINTON: I'm sorry. I was actually  
7 preparing some ad hoc testimony here that we decided this  
8 morning. But I'll say a couple of things about that.

9 CHAIRMAN LUNDEEN: We're glad you're here.

10 MR. CLINTON: Chairman Lundeen, thank you  
11 very much, and Commissioner Hammond. I'm Rob Clinton,  
12 President of the Colorado Council for Economic Education  
13 and I'm here to speak about the social studies  
14 assessment.

15 I had a great social studies education in  
16 the Denver Public Schools in the 1960s and very early  
17 '70s, both in the classroom and with everything that  
18 happened involving DPS at the Supreme Court during those  
19 years. By background, I'm an attorney and a  
20 businessperson, not an educator.

21 The Colorado Council for Economic Education  
22 is a 43-year-old, 501(c)(3), nonprofit, nonpartisan  
23 organization. Our mission is to provide teacher training  
24 programs for K-12 teachers in economics and personal  
25 financial literacy. Last year we provided about 12,500



1 hours of training to more than 1,300 teachers statewide,  
2 much of it at the specific request of school districts.  
3 Through our teacher training programs we reached about  
4 110,000 students statewide and another 30,000 students  
5 who participate in our stock market simulation. We are  
6 the independent Colorado affiliate of the National  
7 Council for Economic Education, based in New York.

8 I am here to speak in favor of preserving  
9 the social studies assessment that so many of us in the  
10 broader social studies community worked so very hard to  
11 convince this Board and the Commission on Higher  
12 Education to adopt during 2010. With regard to the  
13 business community and financial literacy I'd like to  
14 just mention that Great West Financial, since 2010, has  
15 made \$3.5 million in grants available to school  
16 districts, teachers, and to CDE, again since 2010, for  
17 training of teachers in personal financial literacy and  
18 bringing that to students.

19 The social studies groups who are now  
20 regrouping for this new round of assessment discussions  
21 includes History Colorado, Junior Achievement, the  
22 Colorado Geographic Alliance, Social Studies Teachers  
23 Group, and, of course, our Council.

24 As you know, 2014 marks the first-ever  
25 statewide social studies assessment. I'd like to make



1 the following brief points regarding the teaching of  
2 social studies and the social studies assessment.

3           What we are all doing today is civics, which  
4 is part of social studies. It's very important to our  
5 future. We cannot afford a society of social studies  
6 illiterates. Language arts and math are the tools of the  
7 social sciences. Social studies is the content itself.  
8 We need to teach it early, often, and well. In economics  
9 we teach that people respond to incentives in predictable  
10 ways.

11           Once Colorado adopted the CSAP in the late  
12 1990s, which did not include social studies, social  
13 studies education began to become marginalized,  
14 especially in the elementary grades. The anecdotal  
15 evidence that we have seen for that is overwhelming.  
16 Since the social studies assessment was adopted in late  
17 2010, there has been a huge increase in the demand for  
18 teacher professional development in all of the social  
19 studies. That is our experience and it is verified by  
20 people like Chris Elnicki, the social studies coordinator  
21 at the Cherry Creek schools.

22           The social studies assessment amounts to 12  
23 hours of total assessment time during a child's 12-year  
24 school career. It is not overly burdensome. Without a  
25 summative statewide social studies assessment we will



1 have no way of knowing what our students know and don't  
2 know.

3 So I know my time is up. I'm going to quit  
4 there but tell you that we are involved in the S.B. 1202  
5 Task Force and we think it's critically important to keep  
6 the social studies assessment.

7 Thank you very much.

8 CHAIRMAN LUNDEEN: Thank you for being here  
9 today. Donna Jack.

10 MS. NEAL: I was going to say, I didn't pay  
11 him to be here.

12 (Laughter.)

13 UNIDENTIFIED VOICE: I thought you wrote it,  
14 actually.

15 MS. JACK: She is handing out a piece that  
16 will just sort of accompany this as background  
17 information.

18 CHAIRMAN LUNDEEN: Thank you.

19 MS. JACK: I won't be speaking on it.

20 My name is Donna Jack. If a person thinks  
21 that schools can be connected to a dashboard where  
22 teachers and counselors, et cetera, can enter data on  
23 students and their families, and that it's going to stay  
24 with the school, safe and secure, I have a bridge to sell  
25 you. Here is an example from an article yesterday.



1 "PARCC and SBAC states agreed to deliver student-level  
2 data to the United States Department of Education."

3 Note: Social Security numbers of every student is on  
4 their PARCC assessments and also on their doodling paper,  
5 it also has their Social Security number. This is all  
6 forwarded and kept for the life of the student to be  
7 available to schools, government, and future employees.

8 I believe that the State School Board --  
9 this is another subject -- I believe the State School  
10 Board of Education has a responsibility to know what is  
11 being taught to the students and not having to guess if  
12 they're being taught history, and what kind of history.  
13 With the knowledge of curriculum content, then you can  
14 give educated opinions and judgments where appropriate.  
15 PARCC testing is directing what is being taught so  
16 students can pass PARCC.

17 Please stop it. This is directing education  
18 from the top down, rather than from the teaching, the  
19 school districts, and the state and the state boards of  
20 education. PARCC is gathering information on our  
21 students and passing it on to the U.S. Department of  
22 Education, and PARCC is driving what is being taught to  
23 students, the curriculum, how the teachers teach, because  
24 their students have to give the answers of what is on  
25 PARCC and what Common Core demands.





1 I request you have groups of citizens  
2 reviewing curriculum, not committees which are made up of  
3 stakeholders in the system, controlled by the system.  
4 Unlike the gentleman who spoke before, I know that there  
5 are people all over this state that are very concerned  
6 about the education and they would gladly get involved.  
7 You can easily find people today to join on this kind of  
8 committee because they are so upset. Many would gladly  
9 dig in to see for themselves and to report what they  
10 find.

11 APUSH needs to be stopped and revert to  
12 previous APUSH history for now. I believe APUSH is  
13 extreme, not the people who oppose it, that we should  
14 keep the integrity of our American history education and  
15 not try to mold it into the viewpoints of college history  
16 professors who are, in general, progressive, in the sense  
17 that they hate America and everything it stands for  
18 because that's what they've been taught to do. Our  
19 students would learn more with the previous APUSH history  
20 and then we should look at that.

21 The new APUSH history is not American  
22 history. It is designed by these people who are  
23 progressives, anti-American, and are dictating the  
24 elimination of real history that teaches about the  
25 Founding Fathers, the principles of the Declaration of



1 Independence that proclaimed the national right of  
2 freedom and self-government, and eliminates everything  
3 good about our people and our country.

4 The previous APUSH framework for teachers  
5 was about eight or nine pages. The new APUSH, from the  
6 way I was counting, is over 98 pages -- we've got a  
7 different number -- specifying how much time is to be  
8 spent on each specific area of history and eliminating  
9 anything good about America. Tests on the framework  
10 content, not the extra things that teachers would teach.  
11 And so as somebody else mentioned today, if it's not on  
12 the exam, it is marginalized and it's not going to be  
13 there.

14 I thank you all for listening to me. Thank  
15 you. Have a nice day.

16 CHAIRMAN LUNDEEN: Thank you, Donna. Dee  
17 Oltivan? I'm having a little trouble reading that. I  
18 apologize.

19 UNIDENTIFIED VOICE: Dee Altman (ph). I'm  
20 just a citizen, interested Colorado resident all my life.  
21 I am result of not having civics, and I craved it, and I  
22 wondered why I had, you know, world history but not  
23 civics. And it deprived me of that education and  
24 involvement at an early age.

25 When you talk about the Holocaust they



1 should mention eugenics, which is a very strong movement  
2 and it does involve the Ku Klux Klan, and over in Europe  
3 it's very active.

4 I counsel you guys to really keep American  
5 history alive. The Christianity in it is very important.  
6 Why it was founded, it's unique in all the world. It  
7 acknowledges all religions and does not stamp out. I'm  
8 very concerned about the Muslim influence coming, because  
9 as a woman and a Christian I'd be first to be silenced.

10 So again, you're not representing all  
11 parents. Parents are involved. They are the authority  
12 over children, not you. Please keep that in mind. They  
13 are not the government children. They are the parent's  
14 children. They are their heritage, and please do not  
15 forget that.

16 Thank you.

17 CHAIRMAN LUNDEEN: Thank you. Dolores Kopp.

18 MS. KOPP: Good afternoon. I'm Dolores Kopp  
19 and I'm from Evergreen, Colorado, and I am speaking as a  
20 citizen but also as a college instructor. I have not  
21 taught recently but I did teach for about 20 years at the  
22 college level.

23 One of the things that I wanted to talk to  
24 you briefly about this afternoon is how students learn,  
25 how they -- what kind of environment that they seem to



1 learn best in. And I have concerns about having students  
2 who would come into a classroom, especially on the first  
3 day of school of each year or each semester, and what are  
4 they faced with? Perhaps rows and rows of computers as  
5 opposed to having a typical setting where they would have  
6 a teacher in the room and they would have desks to sit  
7 at, there would be boards around, other kinds of  
8 multimedia opportunities for the teacher to teach in, but  
9 a more open atmosphere, if I can say that.

10 So I have learned, just in all my years,  
11 when I've walked into the class, that I tend to set the  
12 tone for my students when I walk in that door. And so  
13 they know whether or not "Oh, this is going to be a great  
14 class" or "Oh, my gosh, I'm scared to death." And a lot  
15 of times they tend to want to leave, or they'll pass it  
16 on to the students after them, "Oh, you don't want to go  
17 in that class because of that teacher," or whatever.

18 But if you don't have interaction in your  
19 class, where students learn from each other, I think  
20 you're really robbing them of some of the most important  
21 times that they spend during a particular school day. I  
22 really found out, especially when students were assigned  
23 to a project, where they worked together on that project,  
24 they would get to know each other, they would start to be  
25 very self-assured. They would find that all of a sudden



1 that they were enjoying being part of that class and,  
2 "Oh, what's your group doing? I know what my group is  
3 doing. What's your group doing?"

4 And then, as the instructor, I was able to  
5 walk around and just guide them, in terms of, "Okay, tell  
6 me what your group is working on. Help me understand  
7 where you're going with your topic," and all of these  
8 things. And the students actually learned that they  
9 could relax, they could get into a mode where they could  
10 enjoy the class.

11 And I also found out that they did so much  
12 better on their tests when there was that kind of an  
13 atmosphere, that I established in that class, because I  
14 gave them those opportunities to be comfortable, to have  
15 a learning environment and yet something that they could  
16 really excel in. And some of, of course, would excel a  
17 lot, some of them would just hang in there, but they  
18 still tended to retain the content, whatever it was they  
19 were studying. They learned to -- I can tell, through  
20 testing and other things, that they retained that  
21 knowledge much better because of the atmosphere of the  
22 classroom.

23 Thank you very much for your time today.

24 CHAIRMAN LUNDEEN: Thank you. Ed Sutton.

25 MR. SUTTON: My name is Ed Sutton. I'm from



1 Jefferson County, and I want to thank the Board for this  
2 opportunity to be here. I know you've had a long day. I  
3 want to also thank you for this very rich discussion  
4 between Dr. Krieger and Dr. Fischer and the Board. It  
5 was very enlightening for me and it's very unusual to see  
6 this happen with a board like the State Board of  
7 Education.

8 Last time I was here I talked to you briefly  
9 about the fact that the federal Department of Education,  
10 since its inception, has received about \$1.8 trillion in  
11 federal funds. They have implemented 150 educational  
12 programs, and they have about 4,200 employees. And as  
13 far as I can tell, I haven't seen a single improvement  
14 because of any of those programs in academic achievement  
15 by our students in this country.

16 They have brought to you this program called  
17 Common Core and the PARCC standards, and in violation,  
18 attempting to violate your responsibilities under the  
19 state constitution to be responsible for curriculum and  
20 the education of our students.

21 I heard Dr. Scheffel making a cry earlier  
22 for more public input. In 2010, when you adopted the  
23 program that we're discussing today, there were about 600  
24 emails that were sent to the Board of Education. I  
25 understand that 2 percent of them, approximately 12, were



1 in favor of the program, and the other 98 percent were  
2 opposing it. That was quite a statement to the Board of  
3 Education, yet they went ahead and adopted these  
4 standards and went ahead with, of course, the Race To the  
5 Top program for the State of Colorado.

6 I'd like to point out to you that a lot of  
7 people have ownership in this program to the point where,  
8 as you know, the Legacy Foundation had received \$10.7  
9 million to promote this program that we're talking about  
10 today. And I don't think there's anybody in the Legacy  
11 Foundation that's financially gaining from their  
12 promotion of this at all. I believe the Legacy  
13 Foundation and other entities have been used to promote  
14 this program.

15 And I believe that if you look at what's  
16 happening nationally, a lot of people are backing away  
17 from this program because they're finding out what it  
18 entails, and they understand there is no federal program  
19 that you can adopt, or be part of, without having that  
20 program be politicized. I don't care what direction --  
21 it's going to be politicized, and that's what the  
22 objections I'm hearing about today, is the politicization  
23 of this program.

24 So I urge you to reconsider the decision  
25 that you made in 2010, re-evaluate these programs, and



1 really understand what they mean. This is a major  
2 transformation for education in the state of Colorado,  
3 and we are seeing other states right now -- you know  
4 those states -- backing away from it -- Indiana, Texas,  
5 Oklahoma, and many others.

6 Thank you very much for your time and thank  
7 you for this great discussion this evening.

8 CHAIRMAN LUNDEEN: Thank you. Thank you.  
9 So that's everyone that signed up to speak. Is there  
10 anyone else who would like to speak. We've got a couple  
11 of hands in the air, or a couple of nods. Please come to  
12 the microphone, state your name, and the usual.

13 MS. COLLINS: Hi. My name is Gay Lynn  
14 Collins and I am a Denver resident. I'm also a local  
15 public school teacher, specifically a middle school math  
16 teacher.

17 I wanted to speak to you tonight about the  
18 effect of the implementation of Common Core with student  
19 achievement learning in my classroom. To give you some  
20 background, I'm primarily experienced with teaching  
21 struggling learners but I've taught all sixth-, seventh-,  
22 and eighth-grade in algebra, and currently I'm teaching  
23 quite some gifted learners this year.

24 The effects of Common Core, if I could  
25 summarize what I'm seeing from my students, is greater





1 comprehension and successful application of new knowledge  
2 in mathematics. We talk about how Common Core seeks to  
3 increase the amount of rigor in our classrooms. What I'm  
4 finding is that all students now have access to rigorous  
5 mathematic tasks and also students with varying  
6 foundations of knowledge can access these tasks.

7           What this is doing is it's creating  
8 equitable learning opportunities for our students, and  
9 while equitable learning opportunities aren't necessarily  
10 equitable outcomes, I am seeing equitable learning  
11 outcomes in my classroom. Specifically, my students of  
12 color and my students receiving special education  
13 services have equal or greater growth than their peers,  
14 and that's not just from our standardized test results.  
15 Those are formative assessments that are ongoing in my  
16 classroom.

17           To speak to coherence and rigor, by being  
18 able, as a teacher, to focus on the content that really  
19 matters, the content that's going to best increase  
20 numeracy, best prepare my students for higher-level math,  
21 starting with algebra, again, being able to focus on that  
22 and spend that time students are really understanding and  
23 developing comprehension, not merely just a procedure  
24 fluency or a memorization of an algorithm.

25           Again, in my class, I'm seeing students that



1       come to me as sixth-graders with much greater fraction  
2       sense. They are able to extent that knowledge to  
3       rational numbers. Then they're able to apply the  
4       standards of math practice. They're able to actually  
5       reason about the correctness of their own answers and  
6       conduct those critiques with their own peers. These were  
7       things before that, you know, as an educator I didn't see  
8       so much before or prior to the Common Core  
9       implementation. And then lastly, again, they are applying  
10      that new knowledge to new content. So, for example,  
11      students who are taking Math 8 right now, as they learn  
12      about transformations and then they learn to explore the  
13      slopes of lines, they are now able to actually take what  
14      they know about transformations to understand how the  
15      slope of  $Y$  equals  $X$  and  $Y$  equals negative  $X$  are going to  
16      be opposites of each other.

17                        So thank you very much for your time, and I  
18      just wanted to say that I'm fully in support of Common  
19      Core for the mathematics classroom.

20                       CHAIRMAN LUNDEEN: Thank you. Anita?

21                       MS. STAPLETON: Good afternoon, State Board  
22      and Commissioner Hammond. I am Anita Stapleton from  
23      Pueblo County. Today I am entering into the public  
24      record 219 letters of opposition to the Common Core  
25      education reform, totaling 3,027 since I believe October.



1 I want to point out that a majority of these letters this  
2 month came out of Mesa County and JeffCo. Thank you to  
3 those communities for waking up.

4 Today I have many concerns in my quest.  
5 First, I want to continue to urge the State Board to vote  
6 yes on the proposed resolution to reject the new AP U.S.  
7 history framework. This vote is critical in preserving  
8 the very foundation of America. The tests do drive  
9 curriculum, even at the AP level.

10 My second request, demand, plea, whatever  
11 you want to call it, is that this Board reject any  
12 proposal to ever adopt the next-generation science  
13 standards. In my opinion, a critical vote was recently  
14 made regarding CMAS and cut scores. I do believe that  
15 many of you on this Board did not understand the  
16 consequence of yet another hurried vote.

17 In my opinion, with language changes to the  
18 Colorado academic sciences actually they look very  
19 similar to the next-generation sciences. The resources  
20 used for instructional tools are already aligned much  
21 like Common Core. Informational texts, spark notes,  
22 digital gaming. Science is based on facts. Content  
23 teaching must be done. When scores come back low next  
24 year I can bet there will be a call to action for a gap  
25 analysis, and probably a little stimulus, or maybe some



1 grant money will be offered, and inevitably, a push to  
2 adopt the next-generation sciences. Please just say no.

3 Finally, my last demand is that until  
4 Colorado wakes up and pulls out of PARCC, I am pleading  
5 with this Board to allow districts to stop further  
6 implementation of PARCC, including CMAS and MAPS, that  
7 are aligned. You often state that you can't because it's  
8 state mandated. Well, I'm here to tell you that Colorado  
9 has already broken the very state law that it set forth,  
10 in H.B. 12-1240, embedded in that statute that forced  
11 Colorado into the assessment consortium aligned to the  
12 Common Core.

13 Colorado is a governing board member to  
14 PARCC, which, per PARCC's regulation, states that we are  
15 to be exclusive to PARCC. When did Colorado request in  
16 writing to the U.S. Department of Education to pull out  
17 of SBACC as a governing body? Information has been  
18 released that shows Colorado as dual-member state as far  
19 back as 2010. How is that even possible?

20 I sat in a board meeting last fall, this  
21 Board meeting, and saw PARCC do a PowerPoint to this  
22 Board, and specific questions were asked regarding test  
23 question content, cost to implement, and PARCC  
24 representatives said that we won't know fully until it is  
25 -- we will not know the full cost until it is



1 implemented.

2 Now let me read you the state statute that I  
3 referenced. This is out of 12-1240. "Preschool through  
4 elementary and secondary education aligned assessments,  
5 adopted revision 1.5. Colorado shall participate as a  
6 governing board member, at least until January 1, 2014, a  
7 consortium of states that focuses on the readiness of  
8 students for college and careers by developing a common  
9 set of assessments on or before January 1, 2014, and on  
10 or before each January thereafter. If Colorado is a  
11 governing board of the consortium of states, the State  
12 Board is strong encouraged to conduct a fiscal and  
13 student achievement benefit analysis of Colorado  
14 remaining as a governing board of the consortium."

15 I'll stop there, but my point is that date  
16 has come and gone. In my opinion, this state statute is  
17 (indiscernible) and I believe that districts should have  
18 the opportunity to implement whatever assessments that  
19 will show that we are meeting the standards, whether it  
20 be Common Core or not. But give that freedom back to the  
21 districts.

22 CHAIRMAN LUNDEEN: Thank you. Anyone else  
23 wanting to make public comments? Going once, twice,  
24 three, four, five.

25 The State Board will stand in recess until



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1 our next regularly scheduled meeting. Thank you.

2 (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 27th day of May, 2019.

/s/ Kimberly C. McCright  
Kimberly C. McCright  
Certified Vendor and Notary Public

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