



**COLORADO**  
Department of Education

Colorado State Board of Education

---

TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
January 8, 2015, Part 2

BE IT REMEMBERED THAT on January 8, 2015,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Marcia Neal (R), Chairman  
Angelika Schroeder (D), Vice Chairman  
Steve Durham (R)  
Valentina (Val) Flores (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Debora Scheffel (R)



1 MADAM CHAIR: -- to order.

2 The next item on the agenda is recognition  
3 of the National Secondary Social -- or  
4 wait -- recognition of Colorado's outstanding educators.

5 Are you going to introduce this, Mr.  
6 Commissioner?

7 MR. HAMMOND: I most certainly am, Madam  
8 Chair. Thank you.

9 MADAM CHAIR: Good.

10 MR. HAMMOND: We have some -- four items  
11 that are honoring some great educators today, and it's  
12 really my privilege to do that, along with staff. And  
13 thank you for all taking the time to come here. I  
14 appreciate that.

15 The first one is a recognition of the  
16 National Secondary Social Studies Teacher of the Year.  
17 Stephanie Hartman, our social studies expertise bar none,  
18 is here, and will begin the award.

19 Stephanie.

20 MS. HARTMAN: Thank you.

21 MADAM CHAIR: Yes.

22 MS. HARTMAN: Good morning, Madam Chair and  
23 Board Members. My name is Stephanie Hartman and I'm the  
24 social studies content specialist here at CDE. It is my  
25 pleasure, and my honor to introduce you to the National



1 Secondary Social Studies Teacher of the Year Sara  
2 Shackett.

3 Each year the National Council for the  
4 Social Studies recognizes three exceptional  
5 teachers -- social studies teachers from across the  
6 United States one at each level: elementary, middle, and  
7 high school. These teachers must demonstrate exceptional  
8 abilities in developing or using instructional materials  
9 creatively and effectively; foster a spirit of inquiry;  
10 and the development of social studies skills; and promote  
11 the development of democratic beliefs and values  
12 necessary for civic participation.

13 At this year's conference held in Boston, a  
14 Colorado teacher received this prestigious award. Sara  
15 has been teaching for 15 years, the past 11 of which have  
16 been at Lakewood High School in the Jefferson County  
17 Public School District. She currently teaches advanced  
18 placement economics and international baccalaureate prep  
19 government.

20 Sara's commitment to social studies  
21 education is evidenced by her leadership roles both in  
22 her department and within the school. Outside of school  
23 she's been unwavering in her promotion of social studies  
24 education. She has served on the board of directors for  
25 the Colorado Council for the Social Studies for the past



1 12 years. Most recently she served as president of that  
2 organization.

3 But her greatest commitment is to her  
4 students. Sara inspires her students to become better  
5 people, and more savvy learners. This is what one of her  
6 students had to say.

7 "Mrs. Shackett is a remarkable teacher and  
8 mentor. She inspires passion and achievement by bringing  
9 incredible energy and excitement to her classroom every  
10 day. Her creativity and charisma make all her lessons  
11 unforgettable. High expectations, coupled with her  
12 constant encouragement and support, result in only the  
13 best work from all of her students. To say that Mrs.  
14 Shackett is great is an understatement."

15 So without further ado, it is my privilege  
16 and honor to introduce you to the National Secondary  
17 Social Studies Teacher of the Year, Sara Shackett.

18 (Applause)

19 MADAM CHAIR: Mrs. Shackett, this is  
20 particularly exciting for me. If you were around, you'd  
21 know that social studies is my thing, so I'm particularly  
22 excited to represent the social studies teacher -- to  
23 welcome the social studies teacher of the year. Do you  
24 have a few words for us?

25 MS. SHACKETT: Oh, really I just want to say



1       thank you so much for taking your time. My career really  
2       has been incredible, but it's because I've won the -- the  
3       education lottery. I've been able to teach in schools  
4       where the administration has been so supportive; where  
5       the students have been willing to work hard and play hard  
6       with me; and when colleagues who have been happy to  
7       collaborate, so -- so really I -- I've been honored, and  
8       it's been a lot of fun to be the princess this year, but  
9       mostly it's because I've surrounded myself with -- with  
10      really amazing people. So thank you so much for -- for  
11      your time today, and for what you do too.

12                   MADAM CHAIR: All right. And would you come  
13      forward and stand here, and your representative Jane Goff  
14      will present you, and the rest of us will get out of your  
15      way.

16                                   (Pause)

17                   MADAM CHAIR: Next item -- the next item on  
18      the agenda are the individual career and academic plan  
19      awards. Commissioner.

20                   MR. HAMMOND: Thank you. Otherwise known as  
21      ICAPs, our awards. So I'm going to turn over to Rebecca  
22      Holmes and Misti Ruthven.

23                   MS. HOLMES: Thank you. Madam Chair.

24                   MADAM CHAIR: Uh-huh.

25                   MS. HOLMES: So we're here today to honor



1 four teams, who in their school, or in their districts  
2 have ushered through their ICAP process. We are five  
3 years into the legislation that brought ICAPs into our  
4 state as a mandate for all 9-12th graders. And the four  
5 teams that we'll honor today have demonstrated exemplary  
6 plans for meaningful and relevant ICAP implementation.

7           The Individual Career & Academic Plan, the  
8 ICAP was enacted in 2009 with Senate Bill 256. And I'll  
9 read from the -- from that legislation a bit of the  
10 intent of this passage. "The intent of this provision in  
11 this legislation is to ultimately decrease dropout rates,  
12 increase graduation rates by assisting students in  
13 developing and maintaining personalized postsecondary  
14 career and education planning that ensures readiness for  
15 postsecondary and workforce success. An ICAP shall be  
16 designed to assist students in exploring the  
17 postsecondary career and educational opportunities  
18 available to students aligning their coursework and  
19 curriculum, applying to postsecondary education  
20 institutions, securing financial aid, and ultimately  
21 entering the workforce."

22           In Colorado, and through several multistate  
23 research studies, we have seen the evidence that when  
24 students complete meaningful ICAP processes they are more  
25 motivated to attend school and stay engaged as learners.



1 They become confident learners who understand a goal  
2 setting process. They connect the relevance of their  
3 current education process to their future aspirations.  
4 They make postsecondary course plans and work-life plans  
5 that ensure career and life goals. They're able to  
6 articulate their transferrable skills and understand how  
7 their actions today connect with their goals in the  
8 future, and the process itself establishes better  
9 communication, and connection between school, and home  
10 when this process is done well.

11 Since 2009 a great number of other states  
12 have followed Colorado in implementing similar processes  
13 for their 9-12, and in many cases their 6-12 students.  
14 In the time since 2009, the Office of Postsecondary  
15 Readiness has heard repeatedly from districts and  
16 schools, who want to see exemplars, and so this December  
17 when our Office of Postsecondary Readiness relaunched it  
18 ICAP process we focused on showing schools of all sizes,  
19 of all types, and of all regions, who really have put in  
20 place exemplary practices, and these four stood out  
21 amongst even those success stories.

22 So with that, Misti Ruthven, the director of  
23 our Office of Postsecondary Readiness will share with you  
24 a small bit about each of these four honorees today.

25 MS. RUTHVEN: Thank you, Rebecca.



1                   The 2014-15 ICAP award recipients are  
2                   Crestone Charter School, Falcon 49 Schools, Jefferson  
3                   County Schools, and Mesa County District 51.

4                   I'd like to share a few excerpts from their  
5                   applications. From Crestone Charter School: "It gives  
6                   students a chance to explore the world of work while in  
7                   high school. These classes are taught by local community  
8                   mentors, and also called mentorships. Mentorships are  
9                   student designed, and the student and mentor work  
10                  together to create a plan that meets the student's  
11                  learning objectives, and career goals."

12                  From Falcon 49 Schools: "Beginning in 2013  
13                  District leaders initiated Pathways. At the heart of  
14                  Pathways is our belief that every student should travel  
15                  down an individualized path that leads through competency  
16                  and skilled development to success after high school.  
17                  Students will graduate after designing their pathway,  
18                  complete a series of courses, present capstone projects,  
19                  earn industry certificates, and achieve assessment  
20                  results that demonstrate mastery of knowledge, and skills  
21                  that they will need to be successful."

22                  From Jefferson County Public Schools: "The  
23                  ICAP process is meaningful for students because it is a  
24                  guided results oriented way for students to engage in  
25                  future planning on learning styles in interests they have





1 starting middle school. It helps them make what they are  
2 doing now in school relevant to their future. It's  
3 awesome."

4 Mesa County District 51: "The team has  
5 worked for years with our district's Curriculum Planning  
6 Committee building teachers, administrators, and students  
7 to bring relevance, and impact to our ICAP process. Our  
8 district's students have a clear, more realistic outlook  
9 on their future plans. These future plans help them  
10 shape their current worlds, class planning, college  
11 searching, and career investigations."

12 So thank you to all districts that we did  
13 receive applications from. And we'd love the  
14 representatives, starting with the Crestone Charter  
15 School to come up and be honored. We do have an award  
16 and a certificate for them.

17 MADAM CHAIR: Thank you. Yes. Are we going  
18 to do this one at a time?

19 MS. RUTHVEN: Oh, I guess we should do them  
20 all.

21 MADAM CHAIR: Well, I was thinking -- yeah,  
22 should we --

23 MS. RUTHVEN: Yeah.

24 MADAM CHAIR: -- probably do them all, so  
25 we're not jumping up, so we can just read them off, but



1 this will be the first one.

2 (Pause)

3 MS. RUTHVEN: Yeah. And so next we'll take  
4 Falcon 49.

5 (Pause)

6 (Applause)

7 MADAM CHAIR: Okay. What are we doing now?  
8 Blue ribbon schools. Oh, this is -- next item on the  
9 agenda is recognition of Colorado's outstanding  
10 educators. Today we will recognize the 2014 Blue Ribbon  
11 Schools.

12 Commissioner.

13 MR. HAMMOND: Thank you, Madam Chair.  
14 Keith.

15 MR. OWEN: Sure. Madam Chair.

16 MADAM CHAIR: Yes.

17 MR. OWEN: So this morning we have the  
18 privilege of honoring our 2014 Colorado Blue Ribbon  
19 School award winners. The Blue Ribbon School Program  
20 began in 1982 to honor and bring public attention to  
21 highly successful American schools. All nominees for the  
22 Blue Ribbon award must either qualify: one, as an  
23 exemplary high performing school, which means they're in  
24 the top 15 percent of schools in the state, as measured  
25 by state tests in both reading and math; or two, as an



1 exemplary achievement gap closing school, which has at  
2 least 40 percent of their students from a disadvantaged  
3 background, and has dramatically improved student  
4 performance in all subgroups to high levels in reading  
5 and math on state assessments.

6 The Colorado Department of Education is able  
7 to nominate five schools that have at least five years of  
8 test data that shows that they are either high performing  
9 or closing achievement gaps. Once CDE has identified the  
10 schools, a rigorous application process is completed, and  
11 submitted to the U.S. Department of Education.

12 The U.S. Department of Education --

13 (Pause)

14 UNIDENTIFIED VOICE: -- biased. Kruse I  
15 think is an excellent school as well, and thank you so  
16 much for recognizing that, for recognizing all the hard  
17 work of our parents, our kids, and especially our  
18 teachers, and our staff members. Thank you.

19 UNIDENTIFIED VOICE: Thank you.

20 (Applause)

21 MR. OWEN: Madam Chair.

22 MADAM CHAIR: Yes. Did we lose her?

23 MS. MARKEL: We're having some technical  
24 difficulties with the broadcast (indiscernible), so she's  
25 here.



1 MADAM CHAIR: Oh, okay. I had seen her out  
2 there.

3 MR. OWEN: She can hear us. Okay. Great.

4 MADAM CHAIR: Go ahead.

5 MS. PIERCE: I can hear you.

6 MR. OWEN: Okay. Hi, Lisa.

7 MADAM CHAIR: There she is.

8 MS. FLORES: Oh, there she is.

9 MR. OWEN: Okay. So our four --

10 MS. PIERCE: Good morning.

11 MR. OWEN: -- good morning. Great.

12 So our fourth and final school is Elk Creek  
13 Elementary in Garfield School District 2. We have Lisa  
14 Pierce, the principal joining us by teleconference. So  
15 Lisa, we've been congratulating everybody, and let's give  
16 Lisa and her school a big round of applause as well.

17 (Applause)

18 MS. PIERCE: Well, good morning, Madam Chair  
19 and Members of the Board. Thank you so much for  
20 recognizing Elk Creek and all the other Blue Ribbon  
21 Schools that are here today. I'm going to take this  
22 opportunity to tell you a little bit about Elk Creek and  
23 why we became a Blue Ribbon School.

24 We have a positive learning community that  
25 inspires students to become lifelong learners, who reach



1 their highest potential. We accomplish this mission  
2 through hard work of our students with great, strong  
3 partnerships with our families, and the dedication of the  
4 most outstanding staff you could imagine.

5 We have many traditions at Elk Creek that  
6 readily provide students and families with books to  
7 create a love of learning. Books are given to each  
8 family at the beginning of the school year at fall home  
9 visits, and approximately a 1,000 books are awarded to  
10 students throughout each school year as positive  
11 incentives for weekly successes.

12 Our teachers work collaboratively on a daily  
13 basis to get better at their practice. They take intense  
14 looks at data, and put systems into place to address the  
15 needs of all the students, so we can continue to close  
16 the achievement gap, and see growth in all kids. We  
17 contribute the success to the fact of our district  
18 mission, which is to encourage, nurture, and challenge  
19 every student every day, because everyone embraces this  
20 high standard, and supports each and every child, Elk  
21 Creek Elementary is an extraordinary place to learn, and  
22 I am so proud to be a member of this community.

23 Thank you so much for recognizing us here  
24 today, and through the Blue Ribbon ceremonies. And  
25 thanks for giving me this opportunity to share a little



1 bit more about Elk Creek.

2 (Applause)

3 MADAM CHAIR: I was wondering, Dr. Owen, if  
4 you want to do the picture with her first, so -- and then  
5 we could -- can reverse --

6 MR. OWEN: Lisa, if you can just hold on,  
7 we're going to do a picture with the Board Member and the  
8 Commissioner next to the TV with you right there. Okay.

9 MS. PIERCE: Sounds good.

10 MR. OWEN: All right.

11 MR. HAMMOND: Here we are.

12 MS. PIERCE: Okay. You're going to have to  
13 count, because I don't see you next to the TV, so tell me  
14 when it's time to smile.

15 MADAM CHAIR: Well, we're -- we're happy to  
16 give you this certificate, and I'm sure the secretary  
17 will mail it to you. Good work there.

18 MS. PIERCE: Thank you.

19 MADAM CHAIR: Congratulations.

20 MS. PIERCE: Thank you.

21 MADAM CHAIR: Thank you.

22 MS. PIERCE: Thank you.

23 (Pause)

24 MR. OWEN: Madam Chair.

25 MADAM CHAIR: Yes.



1 MR. OWEN: Okay. So our final recognition  
2 today, we have the opportunity to -- really it's a great  
3 privilege to introduce Kathleen Thirkell the 2015  
4 Colorado Teacher of the Year. Each year the Colorado  
5 Teacher of the Year Program honors an exceptionally  
6 dedicated, knowledgeable, and skilled teacher to  
7 represent the entire profession in Colorado. The role of  
8 the Colorado Teacher of the Year is to act as a liaison  
9 between the teaching community, and the legislature, the  
10 Department of Education, districts, and communities, also  
11 as an education ambassador to businesses, parents,  
12 service organizations, and media.

13 A selection committee conducted a rigorous  
14 process to choose the Colorado teacher of the year. The  
15 committee consisted of representatives from the State  
16 Board of Education -- I think Dr. Angelika Schroeder was  
17 on it this year -- CASB, CEA, the Colorado Education  
18 Initiative, the Colorado PTA, the previous Teacher of the  
19 Year, as well as representatives from both CDE's  
20 Communications and Educator Effectiveness Offices.

21 The selection process included: a written  
22 application, letters of recommendation, a personal  
23 interview, and a site visit. Kathleen Thirkell was named  
24 the 2015 Colorado Teacher of the Year at an assembly held  
25 at Ms. Thirkell's school on October 13th, 2014, that both



1 Commissioner Hammond and I had the privilege to attend.  
2 It was a very exciting assembly I can tell you. It was  
3 very packed, and the -- the kids were super excited after  
4 the announcement was made.

5 She's a high school mathematics teacher at  
6 Lewis-Palmer High School in Lewis-Palmer School District.  
7 She's exceptionally dedicated, knowledgeable, and  
8 skilled. She inspires students to learn, has the  
9 respect, not only of students, but parents, and  
10 colleagues as well. Our selection committee heard  
11 exceptional stories about how she had, not only done a  
12 great job teaching, but had touched and changed lives of  
13 both students and staff.

14 In accepting this award, Ms. Thirkell will  
15 get to spend part of 2015 making public appearances to  
16 support the teaching profession; will be the face of all  
17 dedicated teachers in Colorado. In April she will be  
18 honored by President Obama in a ceremony at the White  
19 House. Throughout her year she will receive a number of  
20 high quality professional development opportunities, and  
21 one of the things I think -- I've heard from some of the  
22 former teachers of the year is one of their  
23 favorites -- she gets to attend NASA's Space Camp this  
24 summer.

25 MADAM CHAIR: Oh, wow.





1 MR. OWEN: And so with that, please, join me  
2 in congratulating Kathleen Thirkell, the 2015 Colorado  
3 Teacher of the Year.

4 (Applause)

5 MS. THIRKELL: Well, thank you Commissioner,  
6 Madam Chair, and Members of the Board for the privilege  
7 and opportunity to meet with you today. I am humbled and  
8 honored to be the voice of dedicated educators throughout  
9 the State of Colorado. I am a career teacher, having  
10 spent my entire tenure at Lewis-Palmer High School. And  
11 I can think of no finer profession in which I can and  
12 will continue to make a difference in the lives of our  
13 young people as they journey towards their tomorrow.

14 Teaching is an art and science. I continue  
15 to seek out and develop new strategies and materials for  
16 my classes so that all of my students can share in the  
17 vision of success now and in their futures. I believe  
18 that students can and will rise to the level of the  
19 expectations set before them, and I hold high standards  
20 of excellence for myself and for my students.

21 My students and I begin our journey each  
22 year at the threshold of my door with a handshake, a  
23 welcome greeting, and sense of belonging to a family. I  
24 have created an interactive classroom, which is student  
25 focused, and standards driven. Students engage in their



1 own learning through the diverse activities provided as  
2 they master each concept. I have created lesson plans  
3 that provide hands on experience, based on student's  
4 multiple intelligences and incorporate performance  
5 measured by assessment.

6 My classroom is a true mathematical  
7 playground and students quickly learn that they will work  
8 harder than they ever have, make greater gains than they  
9 ever have, and learn, and appreciate a new way to  
10 communicate about the world around them through  
11 mathematics. Students who have crossed the threshold of  
12 my classroom in search of knowledge leave my classroom as  
13 informed thinkers, as stronger problem solvers, and as  
14 dedicated, and determined lifelong learners, and as more  
15 confident, and competent mathematicians.

16 The core standards in college board advanced  
17 placement course syllabi become the blueprints from which  
18 I craft the lessons in which my students are expected to  
19 gain mastery of the material. The mathematical concepts  
20 that need to be taught really haven't changed over the  
21 course of my career; however, my lessons don't look the  
22 same the way that -- the same way that they did 34 years  
23 ago, 5 years ago, or even 1 year ago.

24 I am in the business of teaching kids, and  
25 remain flexible to adapt to their changing needs,



1 strengths, and weaknesses. I have successfully  
2 integrated technology in my classroom, as a tool to  
3 enhance instruction and to encourage creative thinking.  
4 The graphing calculator has revolutionized the way my  
5 students explore mathematical concepts and take real  
6 ownership and pride in their discoveries. The increasing  
7 numbers of students that access my calculus, and now my  
8 calculus III and differential equations courses is  
9 evidence of this.

10 I have learned that collaboration,  
11 cooperation, and communication are key elements to  
12 developing the pursuit of excellence in the classroom. I  
13 use a multi-representational approach in my teaching, so  
14 I ask my students to do it numerically, do it  
15 analytically, to do it graphically, to just do it.

16 My approach to teaching volume and calculus  
17 illustrates this methodology. Volume is defined as the  
18 integral of cross sectional area, so I bring in a drill  
19 to rotate curves about an axis so that students can  
20 understand the three dimensional shape that's formed.  
21 Over the years I have acquired a star board, a projector,  
22 and a document camera that allow me to use an interactive  
23 calculus CD-ROM so that my students can actually see  
24 applications in these designs and manufacturing and  
25 engineering. And I use "Calculus in Motion" for



1 exploration.

2 My students have already gone to the  
3 computer lab and used Maple as a tool to create a  
4 Hershey's kiss. They've eaten cake and determined a  
5 model to develop the volume of my Bundt pan. And as I  
6 speak, they should be using Play-Doh to create their  
7 three-dimensional objects with known cross sections that  
8 they'll then compute the volume of.

9 My classroom is an engaging classroom in  
10 which my students sing calculus songs, including songs  
11 from, "Calculus: The Musical!," which will be live at our  
12 school in April, to help them remember the  
13 differentiation and limit rules. My students use  
14 flashcards, mirrors, padding blocks, geoboards, and card  
15 games to reinforce their concepts of the courses I teach.

16 As I join my students in the discovery of  
17 the world around them, I am responsible to empower them  
18 with the tools that they need to meet and respond to the  
19 challenges of their future. My role as a math educator  
20 is to ensure that all of my students develop this  
21 mathematical power. It is a dynamic and ever changing  
22 role, and therefore, my teaching will always remain a  
23 work in progress. Even after 34 years in the classroom,  
24 I continue to believe that I have the best job in the  
25 world.



1 Thank you.

2 MADAM CHAIR: Thank you, Ms. Thirkell.

3 (Applause)

4 MADAM CHAIR: If -- if you would stay up  
5 here for a minute.

6 MS. SCHROEDER: Kathleen, I wanted to make  
7 some comments, because I was the fortunate Board Member  
8 to get to attend your class. I didn't get the songs down  
9 very well, but it was an extremely engaging class. As  
10 a -- as an older individual, who took calculus with slide  
11 rule, et cetera, it was just so refreshing, and so much  
12 fun, and I applaud you for the great work you do.

13 Thank you.

14 MS. THIRKELL: Thank you very much.

15 MADAM CHAIR: Thank you. We're -- we're  
16 very much appreciate your work. And now if you'll join  
17 us up here, MR. Durham, and the Commissioner.

18 (Pause)

19 MADAM CHAIR: All right. Fellow Board  
20 Members, we have almost concluded our business for the  
21 day. When we finish they want to take a new  
22 Board -- total Board picture in front of the -- so don't  
23 jump up and go away.

24 UNIDENTIFIED VOICE: I wore my picture  
25 clothes yesterday.



1 MADAM CHAIR: What? You're having a bad  
2 hair day?

3 UNIDENTIFIED VOICE: I wore my picture  
4 clothes yesterday.

5 UNIDENTIFIED VOICE: Me too.

6 UNIDENTIFIED VOICE: So I get dibs on the  
7 back row.

8 MADAM CHAIR: Other than that, if  
9 anybody -- does anybody else have anything they want to  
10 bring up before we adjourn for the day -- oh, Anita  
11 Stapleton -- I'm sorry, Anita -- Anita would like to make  
12 a -- take a couple of minutes and make a comment, right?

13 MS. STAPLETON: No.

14 MADAM CHAIR: Didn't?

15 UNIDENTIFIED VOICE: Not on the agenda right  
16 now.

17 MADAM CHAIR: Carey, where are you? Carey  
18 just came -- she told me you had a couple of --

19 MS. STAPLETON: That was 10:30.

20 UNIDENTIFIED VOICE: We're glad you're  
21 here.

22 MADAM CHAIR: Well, I know it, but and Anita  
23 and I talked, but --

24 MS. STAPLETON: Oh.

25 MADAM CHAIR: -- you don't -- you're not



1 ready to make a couple of statements. Carey just came  
2 over and said you wanted to make a statement.

3 MS. STAPLETON: No, I just  
4 (indiscernible) --

5 MADAM CHAIR: Okay. I'm sorry.

6 MS. STAPLETON: -- today.

7 UNIDENTIFIED VOICE: Okay.

8 MADAM CHAIR: Well, we appreciate the fact  
9 that you're here, your dedication, and so forth.

10 Okay. I don't -- hearing no other -- you  
11 have a comment --

12 MR. DURHAM: Well, they're more questions  
13 than comments. After first meeting you -- you learn a  
14 lot. And part of the -- the problem is certainly -- I  
15 hate to burden everybody with this -- it's probably my  
16 own, rather than collectively, but the agenda seems, to  
17 me, that it needs to be set a little further in advance  
18 than it is. And -- and some of the items on it, to the  
19 extent there are materials, could perhaps be provided  
20 earlier, because some days I have time to work on this,  
21 sometimes I don't.

22 And additionally, the -- if -- if -- I think  
23 if -- if we could have things further in advance, we have  
24 the opportunity to think about it to make suggestions for  
25 additions, I think it would be helpful for everyone, and



1 I'd like to see if there's a way to get that done. Plus  
2 a way to -- to expedite the collection of materials,  
3 either if you want them hard copy, or -- or email,  
4 however, they show up. And -- because I -- there was  
5 a -- there were a lot of things I just wasn't as prepared  
6 as I needed to be for.

7 MADAM CHAIR: Thank you. Good -- good  
8 point.

9 UNIDENTIFIED VOICE: I second that.

10 MADAM CHAIR: I -- I also I would remark I  
11 think because of the holidays we were -- we were about a  
12 week late this time, weren't we?

13 MR. DURHAM: Was it?

14 UNIDENTIFIED VOICE: Yeah.

15 MADAM CHAIR: We were late.

16 MR. DURHAM: Okay.

17 MADAM CHAIR: It's usually a little further  
18 out there, but if -- if it's not far enough this time,  
19 why just let us know, and we can do it earlier.

20 MR. DURHAM: Okay. We'll take a look then.

21 MADAM CHAIR: Angelika.

22 MS. SCHROEDER: So two items that I would be  
23 grateful for future business: one of them is something  
24 that you also mentioned, which is I would appreciate a  
25 greater understanding of the math content





1 standards/instruction strategies, because I'm a little  
2 confused with the concerns of some parents who don't  
3 understand what their kids are learning in math; is it  
4 the content standards; is it the way the -- is the  
5 instructional strategies; just exactly what is  
6 the -- first of all, what is it.

7 UNIDENTIFIED VOICE: It's both  
8 (indiscernible).

9 MS. SCHROEDER: Yeah. I've got a seven-year  
10 old grandson, and I want to be able to understand what  
11 he's doing. I guess that's, kind of, the basic.

12 MADAM CHAIR: I -- and I did mention that.

13 MS. SCHROEDER: You did mention it also.

14 MADAM CHAIR: I was the first one to mention  
15 it, but I look at it more as the difference between new  
16 math and the old math, because that's -- there -- there's  
17 the idea out there that the "new math" is a Common Core  
18 standard and it isn't. It's been -- I mean, this war has  
19 been going on for ten years, whether --

20 MS. SCHROEDER: Ten -- more than that --

21 MADAM CHAIR: -- we have new math or an old  
22 math.

23 MS. SCHROEDER: -- more than that.

24 MADAM CHAIR: It reminds me very much of the  
25 old phonetics versus whole language argument that we had,



1 you know, 15 years. I would really -- and -- and I don't  
2 want a big report or anything, I'd just like for the math  
3 specialist to be here, and us, kind of, have a  
4 discussion. Maybe she could explain some of those  
5 differences, and then we'd have plenty of chance  
6 to -- to -- to ask her questions, because that's my big  
7 thing. Not -- not my particular big thing, but that's  
8 what I get more comments probably from -- from people is  
9 why are you teaching that new math, and -- and -- and  
10 again, referring to it sometimes as the Common Core math.  
11 It's just new math.

12 MS. FLORES: May I make a comment?

13 MS. SCHROEDER: I'm still -- I'm still on.

14 MADAM CHAIR: Yes, of --

15 MS. SCHROEDER: I hope.

16 MADAM CHAIR: -- okay. Yes, please.

17 MS. SCHROEDER: I'm not still on.

18 MS. FLORES: I met with a group of engineers  
19 while I was campaigning, and these engineers were young,  
20 had young families, and were dealing with trying to  
21 understand the math homework, and helping them with the  
22 math homework. I think there's a problem there --

23 MADAM CHAIR: That's exactly the kind of  
24 question I'm looking at.

25 MS. FLORES: -- when -- when



1 engineers -- when children bring home homework to  
2 engineers, who are their parents, who don't understand  
3 the homework, and I think it may have to do with the  
4 training of teachers, and we're going into this new era,  
5 and I think we need to know how -- what districts are  
6 doing in training teachers in this area, because I think  
7 they do need training. And it's -- it's not over after  
8 they leave the university, and especially with what is  
9 happening. And for a new program to take place, I think  
10 it -- it's a rule of thumb is five years, and so that's  
11 going to be costly, and I'm not -- and I don't know  
12 whether we've really thought about the cost involved in  
13 the training of those teachers; and not just in -- in  
14 math, but in other areas as well, language arts, writing.

15 And that -- they're going to be costs  
16 involved in that. And, you know, we -- we need to know  
17 whether districts are putting the monies in there, and  
18 how much they're -- they're doing -- how much money  
19 they're putting, and how much this is costing, because  
20 it's costing money.

21 MADAM CHAIR: Okay.

22 MS. FLORES: We may not be appropriating the  
23 monies -- or the legislature may not be appropriating the  
24 monies that are needed to really have this program, you  
25 know, on the go.



1 MADAM CHAIR: MRS. --

2 MS. SCHROEDER: If I may continue -- or to  
3 add -- actually, to add on in part to -- to what Marcia  
4 said, is that to the extent that we get some instruction  
5 from the math specialist, I would be grateful for  
6 examples.

7 The second item that I -- would help me very  
8 much -- and I don't whether it should be an agenda item,  
9 or whether there's just something to be written up, but I  
10 was a bit confused yesterday when we went through the  
11 charter school applications about multiple ways to  
12 evaluate, and that it was CDE's evaluation tool that was  
13 being used by one group, and somebody else's by  
14 another --

15 MADAM CHAIR: To evaluate teachers?

16 MS. SCHROEDER: To evaluate charter  
17 applications.

18 UNIDENTIFIED VOICE: Charter applications.

19 MADAM CHAIR: Oh, okay.

20 MS. SCHROEDER: I'm sorry. I didn't say the  
21 whole sentence.

22 MADAM CHAIR: That's okay.

23 MS. SCHROEDER: I didn't say the whole  
24 sentence. The whole charter application evaluation  
25 process, there seemed to have been a disconnect between



1 the charter school applying and the -- both school  
2 districts and their evaluation models, and I think I  
3 recall that even when I was -- maybe when I left my Board  
4 that in our district the (indiscernible), et cetera, were  
5 given a tool to help evaluate. And I think if there's a  
6 lot of confusion about that, we -- we might want to put  
7 something out that's recommended, or maybe we have.

8 MADAM CHAIR: The Commissioner has got a --

9 MS. SCHROEDER: Oh, good. Thank you.

10 MADAM CHAIR: -- point here.

11 MR. HAMMOND: No.

12 MADAM CHAIR: Oh, I thought you -- you  
13 whispered it to me. I'm sorry.

14 MR. HAMMOND: It's really a district choice.  
15 Okay. But I -- I think we provided a template in the  
16 past, but let me check, and we'll write you back.

17 MADAM CHAIR: They did.

18 MS. SCHROEDER: All right. Thank you.

19 MADAM CHAIR: All right. Any other  
20 comments?

21 Yes, Deb.

22 Jane, whatever.

23 MS. GOFF: Really?

24 MADAM CHAIR: Make your choice.

25 MS. GOFF: We're down here on this end.



1 MADAM CHAIR: Go ahead, Jane.

2 MS. GOFF: I would follow up on -- I would  
3 emphasize that request, embellish a little bit. Recently  
4 I've had -- there have been -- I've had some -- a lot of  
5 questions around the potential of proposing innovation  
6 schools in districts within the district process.

7 MADAM CHAIR: Innovation in what?

8 MS. GOFF: Innovation schools --

9 MADAM CHAIR: Oh, okay.

10 MS. GOFF: -- or zones, or however --

11 MS. FLORES: Which are different.

12 Mr. Faucher -- however they decide to go.

13 And it -- it -- it relates to -- it kind of related to  
14 the application process, but I -- I -- I got wind  
15 of -- there were statements made by someone who was  
16 a -- is thinking about, and probably going to propose,  
17 and bring an innovation school app to Jefferson County.  
18 This is where I first heard about it. And there was  
19 reference made in the -- in the description to CDE, as  
20 having seen, or reviewed, or had a chance to kind of put  
21 a -- a first blush review of the -- of the application  
22 and check on it, and it -- it was reported that the  
23 department's impression or rating, so to speak, was  
24 relayed publicly and I -- I got confused. I thought  
25 where -- where does that fit in with what we know the



1 Innovation Act to outline as part of that process. I was  
2 confused about where -- what our role is in that -- what  
3 the Department's role in that because my understanding  
4 has always been it goes charter -- or innovation  
5 applications go first to the local board, or  
6 the -- in -- within the local government's structure.

7 MADAM CHAIR: Commissioner.

8 MS. GOFF: I -- so I got confused on that.

9 MR. HAMMOND: What we try, many times -- I  
10 think I'm very well (indiscernible) particular  
11 one -- oftentimes they'll reach out to us just making  
12 sure they got all the components right before -- just  
13 some technical advice can, you know -- if they want to do  
14 it, they want to do it right, and so it doesn't keep  
15 getting bounced back and forth, so we're often the place  
16 of just giving this advice. It's totally up to them  
17 whether they take it or not.

18 MS. FLORES: Excuse me.

19 MADAM CHAIR: Deb.

20 MS. FLORES: May I ask a question relating  
21 to that? Doesn't the -- also the state provide monies  
22 for innovation schools?

23 MR. HAMMOND: No.

24 MS. FLORES: Not seed monies at all?

25 MR. HAMMOND: For charters for capital



1 construction.

2 MS. FLORES: Are you sure about that?

3 MADAM CHAIR: I think so.

4 MS. FLORES: Yes. Because --

5 MR. HAMMOND: Madam Chair, I'll have to  
6 provide an answer back, because she asked me a question I  
7 don't know the answer to.

8 MS. FLORES: Okay.

9 MADAM CHAIR: All right. Deb.

10 MS. SCHEFFEL: I just had a question for the  
11 Commissioner about the budget. I know we've just gone  
12 through the JBC and then I think it's spring when we  
13 begin to look at the budget for the next year, but can  
14 you review the timeline for that? I think in the past we  
15 really just had two meetings to look at it. I'd like to  
16 kind of get on the front end of it for this next  
17 (indiscernible) --

18 MADAM CHAIR: Are you talking about our  
19 budget or --

20 MS. SCHEFFEL: Our budget, CDE's --

21 MADAM CHAIR: -- our budget.

22 MS. SCHEFFEL: -- budget, their request.

23 MADAM CHAIR: Okay.

24 MR. HAMMOND: Madam Chair.

25 MADAM CHAIR: Yes.





1 MR. HAMMOND: Good point. As you recall,  
2 last year we brought the request to you back in -- in  
3 June, and you asked the question and we said we would  
4 bring it up even a month earlier, and we'll do that.

5 MS. SCHEFFEL: When does it need to be  
6 approved? Is it August?

7 MR. HAMMOND: It goes through a whole  
8 process (indiscernible).

9 MS. SCHEFFEL: I mean, when is our last  
10 chance to touch it?

11 MR. HAMMOND: September.

12 MS. SCHEFFEL: September, so it's really the  
13 summer months we (indiscernible) --

14 MADAM CHAIR: So we'd have all summer.

15 MS. SCHEFFEL: -- late spring.

16 MS. FLORES: Yeah.

17 MS. SCHEFFEL: Thank you.

18 MADAM CHAIR: Okay. Thank you.

19 Anybody else?

20 Yes, Pam.

21 MS. MAZANEC: I have a question about  
22 the -- the accountability framework time clock.  
23 When -- when do we make decisions about that? Is that  
24 this July or --

25 MR. HAMMOND: As Keith (indiscernible) --



1 MS. MAZANEC: For the -- for those that  
2 are --

3 MR. HAMMOND: Oh, I'm sorry.

4 MADAM CHAIR: Yeah, that's okay.

5 MR. HAMMOND: Got ahead of myself.

6 MADAM CHAIR: Keith -- Dr. Owen.

7 MS. MAZANEC: Don't spill any water now.

8 MR. OWEN: Yeah. Madam Chair.

9 MADAM CHAIR: Yes.

10 MR. OWEN: We are getting ready to schedule  
11 after last meeting (indiscernible) school's districts  
12 that have schools that are entering year five July 1st.  
13 So you'll -- you're having an opportunity to have  
14 districts come talk to you in March, April --

15 MADAM CHAIR: Right.

16 MR. OWEN: -- and May, about ten school  
17 districts we'll be sending invitations. So it's an  
18 invitation, we think most districts will take it, but I'm  
19 not sure that they all will.

20 As far as action if they don't pull out,  
21 that's based on this year's performance, and looking at  
22 next year's framework, so the fall of 2015 winter, early  
23 January 2016. If they don't make progress out of that  
24 year five classification, that's when the State Board  
25 will have to have some discussions about action --



1 MS. MAZANEC: So around January -- another  
2 year?

3 MR. OWEN: Right around that time frame.

4 MS. MAZANEC: Okay.

5 MR. OWEN: It could be a little later,  
6 depending on testing, and the calculations, and the  
7 growth equivalents, all those types of pieces that go  
8 into the frameworks, but --

9 MR. HAMMOND: It starts gelling really kind  
10 of at -- in the fall wouldn't you say, through January?

11 MR. OWEN: I'm sorry?

12 MR. HAMMOND: What you're working on really  
13 starts gelling around early fall, wouldn't you say, into  
14 January?

15 MR. OWEN: Madam Chair.

16 MADAM CHAIR: Yes.

17 MR. OWEN: It -- it depends on whether the  
18 district accepts last year's rating as -- as their  
19 official rating for 2015, or if they want to go through  
20 the request for consideration process. If they want to  
21 go through the process and bring more information,  
22 because this is a transition year, if they do that, it'll  
23 take longer, so it could -- it could spill into January.  
24 Part of it, Commissioner, depends on the volume of  
25 requests for consideration that we get.



1 MADAM CHAIR: Okay. Thank you.

2 Yes, Val.

3 MS. FLORES: I'd like to have the report for  
4 the legislative -- the legislative liaison report that  
5 she presented.

6 MADAM CHAIR: You'd like to have it written?

7 MS. FLORES: Well, she wrote it, so I'd like  
8 to have a copy of it.

9 MR. HAMMOND: Madam Chair.

10 MS. HAWLEY: Madam Chair.

11 MADAM CHAIR: Yes.

12 MS. HAWLEY: Yeah. Those reports will be  
13 coming during the session, and since it just started, she  
14 hasn't compiled her first one.

15 MS. FLORES: Okay.

16 MS. HAWLEY: So as soon as --

17 MS. FLORES: Thank you.

18 MS. HAWLEY: -- those are compiled, you will  
19 get those on a weekly basis.

20 MS. FLORES: Thank you very much.

21 MADAM CHAIR: Thank you.

22 Steve.

23 MR. DURHAM: Couple of things. One,  
24 the -- on the agenda, when it comes to consent items, if  
25 I -- if I understood, you know, when I walked in here



1 Wednesday the -- there was a C written by the consent  
2 items, and I think that's the first time I've seen them,  
3 and maybe I should have seen them before that, but I  
4 think if -- if the consent agenda -- if there's going to  
5 be one, should be prepared in advance, as a recommended  
6 consent agenda, then we have the -- then we can put  
7 things on or off, so that I don't come and see items  
8 scattered throughout the agenda that are considered  
9 consent. I think -- I think that would be helpful.

10 MS. MARKEL: Madam Chair, if I may?

11 MADAM CHAIR: Yes.

12 MS. MARKEL: MR. Durham, I do circulate the  
13 proposed consent agenda when I -- when the -- when we  
14 publish the agenda, which is a week prior to currently,  
15 but I understand that your request is that we bump that  
16 back, which we can certainly do --

17 MR. DURHAM: Yeah.

18 MS. MARKEL: -- but --

19 MR. DURHAM: So it is separate? You  
20 do -- there's a separate piece of paper --

21 MS. MARKEL: I sent -- I sent it to you --

22 MR. DURHAM: -- someplace?

23 MS. MARKEL: -- (indiscernible) summary with  
24 (indiscernible) of all the items that are on the agenda,  
25 and it has the -- it's called the annotated agenda, and



1 that's what it is. It shows the proposed consent items  
2 on -- and the proposed action items, Cs, and Bs. And  
3 those are still proposed. It's proposed --

4 MR. DURHAM: Right.

5 MS. MARKEL: -- up until the point you all  
6 actually vote on them.

7 MADAM CHAIR: You can always request to have  
8 something pulled from the consent agenda if you want to  
9 discuss it.

10 MR. DURHAM: Right. And then the second  
11 item is, is it -- it's my understanding that a previous  
12 Board voted to try and get Colorado out of Common Core;  
13 is that correct ---

14 MADAM CHAIR: Yes, we did.

15 MR. DURHAM: -- understanding?

16 MADAM CHAIR: We did that in May. We voted  
17 four to three to withdraw from Common Core.

18 MR. DURHAM: So one of the --

19 MADAM CHAIR: But they totally ignored us.

20 MR. DURHAM: Yeah. Well, one of the things  
21 I'd like to see though is -- from the Commissioner is a  
22 series of recommendations, and/or actions, and/or  
23 strategies, and/or legislation that we could, and should  
24 support that would end in that result, so that -- that we  
25 have more than us trying to make it up on the fly, we



1 have some expertise, and I think it's clear from this  
2 morning that there is significant concern about over  
3 testing.

4 And -- and I think it would be equally  
5 helpful to have a plan submitted by the Commissioner to  
6 the Board that would help mitigate the -- the impact of  
7 testing, and the complaints we're getting from local  
8 districts. So I'd like to see those two things worked on  
9 over the next month or two so that -- and it may be  
10 something that if it requires legislation, it'd  
11 be -- should be so labeled, but it should be something we  
12 should -- that -- you know, say if you want to get out of  
13 Common Core, in your opinion, here's how you do it.  
14 Here's the bill you pass.

15 I think I'd like to have all of that really,  
16 if possible, at least a -- a summary by the next meeting.

17 MADAM CHAIR: I would say that -- and I  
18 don't mean to jump ahead, but we would need to have an  
19 action item on that. Our Commissioner is -- is not hired  
20 to be a political expert. He's hired to run the  
21 Department. I -- I -- you know, that would be adding a  
22 burden on the -- he's -- he -- he keeps pretty busy here,  
23 so I think that if you choose to do that, then we need to  
24 have a -- a Board discussion, and -- and it would be a  
25 action item on the Board's part.



1 MR. HAMMOND: Madam Chair.

2 Steve, this has been looked at several times  
3 by counsel. Okay. To get out of Common Core -- to do  
4 that does take legislative action. Probably what you're  
5 asking what kind of legislative action --

6 MR. DURHAM: Correct.

7 MR. HAMMOND: -- would it take, and that's  
8 something we can ask of our attorney (indiscernible).

9 MR. DURHAM: Yeah, I'm not --

10 MADAM CHAIR: So it's not, like, we're  
11 ignoring it. We know --

12 MR. DURHAM: And (indiscernible) I'm -- I'm  
13 not --

14 MADAM CHAIR: -- we know the problem.

15 MR. DURHAM: -- I'm not asking the  
16 Commissioner to be political. I'm simply, you  
17 know -- there is a -- there is a Board decision to do  
18 certain things already, and I think we need a roadmap to  
19 implement that decision.

20 MADAM CHAIR: Well --

21 MR. DURHAM: And I think the roadmap would  
22 be better coming from the experts than it is if we try  
23 and make it up as we go along, although, that's the other  
24 option.

25 MADAM CHAIR: And as I say, it -- it needs





1 to be a Board --

2 MS. FLORES: May I ask a question?

3 MADAM CHAIR: -- decision. And I don't  
4 think we want to take it up today.

5 MR. DURHAM: And -- and what I -- no, I  
6 don't want to take it up today, but --

7 MADAM CHAIR: Okay.

8 MR. DURHAM: -- I would like -- then I will  
9 request that it be on the next --

10 MADAM CHAIR: Yeah -- no.

11 MR. DURHAM: -- agenda.

12 MADAM CHAIR: There's no problem. I just  
13 think it needs to be a -- a Board decision.

14 Yes, ma'am.

15 MS. FLORES: Madam Chair. Are you referring  
16 to that we voted on Common Core today?

17 MR. HAMMOND: No, no, we didn't.

18 MS. FLORES: We didn't. It was on -- on  
19 testing. And I make a difference between Common Core --

20 MR. HAMMOND: Yeah.

21 MS. FLORES: -- and testing.

22 MR. HAMMOND: Correct.

23 MS. FLORES: Okay.

24 MR. HAMMOND: This was a previous act.

25 UNIDENTIFIED VOICE: We weren't referring to



1 that. It was previously --

2 MR. HAMMOND: It was a previous Board.

3 UNIDENTIFIED VOICE: -- in May.

4 MADAM CHAIR: Okay.

5 MS. FLORES: Okay. No problem.

6 MADAM CHAIR: Any other comments?

7 All right. I believe we have lunch  
8 and -- and so we will -- what is the word we use --

9 UNIDENTIFIED VOICE: Recess.

10 MADAM CHAIR: Recess. Yes, I forget that  
11 word. We will recess until a month from now.

12 (Meeting adjourned)

13

14

15

16

17

18

19

20

21

22

23

24

25



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

C E R T I F I C A T E

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

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

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

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

Verbatim Reporting & Transcription, LLC  
1322 Space Park Drive, Suite C165  
Houston, Texas 77058  
281.724.8600