



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
June 11, 2014, Part 3

BE IT REMEMBERED THAT on June 11, 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: State Board will come  
2 back to order. The Colorado State Board of Education  
3 will now conduct a public rulemaking hearing for the  
4 rules concerning a Dance Endorsement, 1CCR301-37. The  
5 state board approved the notice of rulemaking at its  
6 March 11, 2014 board meeting. The hearing to promulgate  
7 these rules was made known through publication of a  
8 public notice on March 25, 2014 through the Colorado  
9 Register and by state board notice on June 2nd of 2014.  
10 State board is authorized to promulgate these rules  
11 pursuant to 22-21071C and 22-60.5-106 Colorado Revised  
12 Statutes. Mr. Commissioner, is staff prepared to provide  
13 an overview?

14                   COMM. HAMMOND: Thank you, Mr. Chair. I'll  
15 turn this over Dr. Coleen O'Neil right now, and staff,  
16 and so she'd start a process. And this is, if you choose  
17 to today, you can approve this.

18                   MS. O'NEIL: Good, thank you. Mr. Chair,  
19 Commissioner Hammond. Beginning last fall the Dance  
20 community last fall, 2013, the Dance community in  
21 conjunction with the Colorado Department of Education  
22 brought forth rules for the approval and adoption for  
23 Dance. At its March 2014 Board Meeting the Board  
24 approved the notice of rulemaking hearing, upon which at  
25 that meeting comments regarding the rules could be



1 submitted in writing. To date we do not have any  
2 comments for or against the rules as they stand, so the  
3 rules stay without change since the last time you've seen  
4 them today.

5 I do have, joining with me, our very much  
6 amazing fine arts consultant, Carol Gates, who has worked  
7 on this intensely for us, and we are prepared today to  
8 have members of the audience come forward with their  
9 public testimony. With that in mind, after testimony, as  
10 Mr. -- or Commissioner Hammond has noticed that if there  
11 are no changes, and it is the board's discretion to  
12 either vote on it today, or to hold that over to another  
13 meeting date.

14 So, without further ado, I will turn the  
15 floor over, or back to, Chair -- the Chair -- wow. I'm  
16 having a hard time speaking after lunch apparently.

17 CHAIRMAN LUNDEEN: It's that sugar coma.

18 MS. O'NEIL: Thank heavens I don't have to  
19 do an interpretive dance, because that would not possibly  
20 go well. So, I will turn it back over to you, and with  
21 no further ado, we can hear from our public team behind  
22 us.

23 CHAIRMAN LUNDEEN: Okay. And we've got, it  
24 looks like, I don't know, three, four five -- we're kind  
25 of on multiple lines here. Cleo Parker Robinson, would



1 you like to speak first?

2 MS. ROBINSON: Yeah. It is a great honor to  
3 really be here today. And I don't think I've spoken in  
4 front of our state education board for years, so this was  
5 an honor for me.

6 First of all, I have to thank all the  
7 colleagues that have worked so hard to make this moment  
8 happen, and I just get to show up and just say ashe,  
9 ashe. Just bravo. And that we feel that this is great  
10 movement. I -- there's a lot of movement that's been  
11 going on around the country, and we want to catch up, and  
12 then we want to lead. I think that's what this moment  
13 really means.

14 I'm a product of Denver's Public School  
15 system. I started my company in 1977. I wanted you to  
16 know that this is something that we've been looking  
17 forward to, to see this kind of standardized program in  
18 every school around the state. Working with Dance is one  
19 of the key ingredients for education, period, from K-12.  
20 I've been teaching in the schools for 40 years, and over  
21 that all over this state. And I feel so proud, but what  
22 I know in the very beginning, Dance was a dirty word. It  
23 was not a word that you could even use. We had to say  
24 P.E. And now we see in 40 years not only this kind of  
25 progress, but t his kind of celebration.



1 I just came back from Maya Angelou's funeral  
2 yesterday, and so knowing that she was so proud to be a  
3 dancer, she was a dancer first. And we talk about how  
4 young people have to be educated holistically. I think  
5 this particular standardized approach will give children  
6 a way of coming into their mind, bodies and spirits in a  
7 way that's most magical.

8 And I think they'll learn to speak, learn to  
9 have confidence, and learn their bodies and how they have  
10 to feel as though they are sacred. And we don't have as  
11 much violence in the schools, we'll have much more  
12 leadership. I think the leadership really comes through  
13 their understanding that happens in the dance itself, so  
14 I want to thank Judy and everyone who's worked so hard to  
15 make this happen. And I want to thank you.

16 I'm just here to dance with you today. I'm  
17 just here to celebrate, and I just hope we can make this  
18 happen.

19 MS. O'NEIL: (indiscernible) interpretive  
20 dance.

21 MS. ROBINSON: OH, yeah. Well, I just -- I  
22 want us all to do the happy dance. That's -- let's do  
23 the happy dance, because that's what I think we're going  
24 to do today is celebrate, and thank you for all of your  
25 work to make this happen. Thank you.



1 CHAIRMAN LUNDEEN: Thank you.

2 UNKNOWN SPEAKER: Thank you.

3 MS. BERMAN: Well, can I make a quick  
4 comment?

5 CHAIRMAN LUNDEEN: Please.

6 MS. BERMAN: Thank you so much for coming,  
7 for taking your time to come today. You have been such a  
8 leader in the Denver community in general, the Colorado  
9 community, the Dance community, and we're honored to have  
10 your presence here today.

11 MS. ROBINSON: Thank you.

12 MS. BERMAN: And thank you for everything  
13 you have done for this community, because you're amazing  
14 person.

15 MS. ROBINSON: Thank you. I feel honored to  
16 serve. I feel honored to serve. And thank you, Elaine.  
17 And I wanted to say, we brought some materials, I brought  
18 one of my dancers who really works with all of our young  
19 people. Roxanne Young, and she was born and raised in  
20 Denver and spent a stent in Dallas. We don't talk about  
21 that. But she has materials that we can put either on  
22 the table or something for our international summer  
23 program we're going to do this summer.

24 But we're hosting the International Black  
25 Dance Conference in Denver in 2016, and I just came from



1 Cleveland where we'll be in January, but I want the  
2 children to show off like they do in other cities, and to  
3 show that they really do understand the power of dance.  
4 And I thank you all for making that happen. You make us  
5 proud.

6 MS. BERMAN: Thank you very much.

7 CHAIRMAN LUNDEEN: Thank you. Next comment,  
8 John Epps, DPS Dance. And to just formalize things a  
9 little bit there, can we limit comments to three minutes,  
10 and it -- we'll give you a high sign when you run out of  
11 time. If you'd please announce yourself and whom you're  
12 representing, that would be great.

13 MR. EPPS: And I've brought one of our  
14 teachers, Aruka Hikaru (ph) with me, and we'll condense  
15 in to our three minutes.

16 CHAIRMAN LUNDEEN: We'll be gracious with  
17 the three minutes if you need it, so --

18 MR. EPPS: Okay. My name's John Epps. I'm  
19 from Denver Public Schools of performing arts coordinator  
20 and support music, theater and dance teachers. In DPS we  
21 finished this current school year with 38 dance teachers  
22 at the elementary, middle school and high school levels.  
23 So just so that you know that dance education is alive  
24 and well, not only in Denver, but throughout some of the  
25 other districts, and in Colorado.



1                   And I have to tell you, we've worked hard  
2                   since the dance standards came out in 2009, and that we  
3                   first had dance from the arts discipline perspective.  
4                   And working with many of our teachers under the current  
5                   certification, being physical education certified, to  
6                   support those teachers that they're comfortable in  
7                   working with the dance standards.

8                   But as I've worked with my physical  
9                   education coordinator colleagues, the professional  
10                  development that we're able to provide has been  
11                  successful and it's gone well, but it only, I think,  
12                  scratches the surface to what certification and working  
13                  with our higher education partners can help to provide  
14                  for undergraduate and graduate opportunities for  
15                  educators to learn about dance education.

16                  I would like to share, too, that we have a  
17                  tremendous opportunity, I think, in Colorado. We have an  
18                  unusual ability to work together and to collaborate, not  
19                  only to CDE, but our arts partners, as you witnessed with  
20                  Cleo and working with our higher education partners.

21                  And I think we can share not only what we've  
22                  learned at the district level and the challenges and the  
23                  successes that we've had in Denver, but to share out,  
24                  then, with other districts throughout the state and to  
25                  still -- Cleo's phrase, to catch up and to lead, which





1 is, I really think, the potential that we have in  
2 Colorado. And now with the new Cleo, Colorado education,  
3 Dance Education Association forming to help drive this  
4 work. But I'd really like to -- for you to hear a couple  
5 minutes of teacher perspective.

6 Aruka has been with us in DPS for more than  
7 14 years, and she has experienced dance education at the  
8 ground level, so Aruka.

9 MS. HIKARU: I work with Denver Public  
10 Schools, and I started off at Denver School of the Arts,  
11 but have since gone to other schools. Can everybody hear  
12 me?

13 CHAIRMAN LUNDEEN: Yep.

14 MS. HIKARU: Yeah, okay. Good. Including  
15 Horace Mann Middle, Whittier, and that was for eight  
16 years, and five points as well as Castro (ph). Whittier  
17 had a great relationship with Cleo. She often came and  
18 supported us and did a lot of workshops.

19 The main question I'd like to address is  
20 what most people ask dancers, and certainly dance  
21 teachers, and certainly other teachers ask us this very  
22 thing as soon as we walk into the building, and it is:  
23 How hard can it be for you to do what you're doing? So  
24 I'd like to just talk a little about what we are trained  
25 to do. I, myself, am a modern trained answer, although



1 I've had to take ballet, French and Russian style, as  
2 well as Checketey (ph), which is an Italian school. And  
3 modern. Maybe people will say lyrical, but actually that  
4 means Humphrey - Limón technique, as well as Hoffman's.

5 Horton, of course, from Cleo's and Alvin  
6 Ailey, and Graham, of course, Luigi Jazz, Dunham, and all  
7 those other techniques as well as West and South African  
8 technique. So, it's second nature for me and for most  
9 professional dancers to differentiate, or extend to --  
10 and go higher cognitive while scaffolding for diverse  
11 learners when we are teaching dance.

12 Even if we are doing hip-hop, if our kids  
13 are fooling around and we're teaching them choreography  
14 and giving them those elements, we also can say to them:  
15 Oh, I see you're doing West Coast Krump style. Let's  
16 extend that. You know that's related to a lot of West  
17 African movements, for instance, from Tay Montay, you  
18 know. And so, then you're doing a cultural piece as  
19 well, and that's part of the dance standards. And then -  
20 - or you can say: Oh, you're doing East Coast House, do  
21 you know how that started?

22 And so, we can do a whole lot of things as  
23 professionally trained dancers. We choreograph many,  
24 many dancers -- dances. Last year I choreographed 12  
25 different dances, I taught 40 different dance classes per



1 week at 2 different schools, and I taught children to  
2 choreograph for themselves; to edit and extend their  
3 choreography, plus use the higher cognitive evaluation  
4 application critical thinking, inquiry, analysis. All  
5 those great things came into the conversation as we spoke  
6 about our choreography and about the dance and the  
7 structure of it. So that's been a really great thing to  
8 teach dance literacy, which segues into so many academic  
9 literacies.

10 I have to confess, I was an English major.  
11 First master was in British lit, my second in second  
12 language acquisition, and I used my masters in ESL,  
13 because I taught dance as a second language, which is  
14 what dance teachers are actually asked to do now.

15 We do a lot of literacy. I was telling  
16 someone that as we do the stretch and core strength work,  
17 which is only about 10 or 15 minutes, by now my second  
18 graders at Castro can quiz each other on the major muscle  
19 groups in Latin. They'll stand up in teams and say:  
20 What's this? The other team has to send out a rep and  
21 say: That's sternocleidomastoid, and here's how you work  
22 it. So, we do a lot of literacy as well as dance, and so  
23 that our kids are well versed in both their physical as  
24 well as their mental and emotional aspects. Thank you.

25 CHAIRMAN LUNDEEN: Thank you. It's



1 interesting how the decorum changes in the room when you  
2 have dancers in the room. We normally don't applaud, but  
3 it's so -- so every year we'll just deal with it.  
4 McKenzie Marshell.

5 MS. MARSHELL: Thank you so much for taking  
6 time to hear everybody's perspectives. My name is  
7 McKenzie Marshell. I teach up in Fort Collins, Colorado  
8 at Rocky Mountain High School, a traditional public high  
9 school, not an art magnet. And my background or  
10 certifications are in physical education, adapted  
11 physical education and health, but I have a strong  
12 background in dance.

13 And what drove me to pursue a career in  
14 education was wanting to bring dance to all students.  
15 And now being an educator here in Colorado for the last  
16 eight years I've worked really hard at my school to bring  
17 dance, build dance curriculum, scaffold it throughout,  
18 build curricular instructional units, and provide  
19 professional development for teachers in my district,  
20 both at the middle school level and the elementary school  
21 level.

22 And in the last three or four years many  
23 schools outside of my theater are now asking for and  
24 getting excited about dance, and really seeing how dance  
25 can revolutionize fitness, which is a huge component of



1 physical education, and making students physically  
2 literate, literate about their wellness as well as their  
3 bodies.

4 And dance, I believe, helps students build  
5 communication skills, extend beyond traditional settings,  
6 think critically, engage their bodies in ways that they  
7 hadn't discovered before, and find new and unique ways to  
8 express themselves in a safe way, and also feel more  
9 comfortable taking risks.

10 At Rocky Mountain High school when I started  
11 eight years ago, we had one section of dance, and now I  
12 can teach dance at almost a full staffing, which is  
13 amazing. Students are hungry and eager to learn dance,  
14 and I have students that have never danced a day in their  
15 life asking for more beyond the two levels that I  
16 currently offer.

17 I was recently selected this fall as the  
18 Colorado Dance Teacher of the Year by the Colorado  
19 Association for Health, Physical Education, Recreation  
20 and Dance Teachers. Later I was nominated, moved on, and  
21 selected out of the central division, which is out of  
22 nine states, for (indiscernible) organization, and then  
23 recently the most immense honor besides working amongst  
24 all of these amazing people, was being selected as the  
25 National Dance Teacher of the Year by SHAPE America, the



1 Society for Health and Physical Educators. And it has  
2 been an amazing experience.

3 I look forward to sharing what we're doing  
4 here in Colorado, as I've been invited to work with  
5 districts and teachers, both dance, physical education,  
6 throughout the country. I look forward to sharing the  
7 amazing things that our state is doing to, as previous  
8 people have said, work to bring integrity to dance  
9 education in our state as well as continuing to blaze the  
10 trail in education.

11 Thank you so much for this opportunity, and  
12 thank you all for all of your hard work. Like you said,  
13 Cleo, it was good to show up and say: Thank you so much  
14 for all that you're doing.

15 CHAIRMAN LUNDEEN: Thank you. There is no  
16 one else listed for public comment, so I guess I'll turn  
17 it back to Ms. O'Neil to wrap up. Is there any further  
18 comment you'd like to make?

19 MS. O'NEIL: At this time there is only one  
20 summary comment. As you can see, we have a very large  
21 group of individuals with very diverse backgrounds and  
22 successes in their dance career that have brought forward  
23 a request for the adoption of this. And we appreciate  
24 all the time and the efforts, and I will turn it back  
25 over to you to discuss on that.



1 CHAIRMAN LUNDEEN: Okay, that concludes the  
2 rulemaking hearing for the Dance Endorsement Rules  
3 1CCR301-37. Is there further discussion, comments? I  
4 think we have some comments among the board members and  
5 questions. What?

6 MS. BERMAN: I was going to make a motion --

7 MS. NEAL: I was going to suggest that  
8 Elaine make this motion. I think she's (indiscernible)

9 CHAIRMAN LUNDEEN: There we go. How  
10 (indiscernible)

11 MS. BERMAN: Thank you, Marcia.

12 UNKNOWN SPEAKER: Can you do it while  
13 dancing?

14 CHAIRMAN LUNDEEN: Question.

15 UNKNOWN SPEAKER: Can I just ask a question  
16 about the rules.

17 CHAIRMAN LUNDEEN: Sure.

18 UNKNOWN SPEAKER: So, we have alternative  
19 licensure in some areas, and I notice the first part  
20 there says you have to graduate from an approved  
21 programs. Is there -- are there alternative routes as  
22 well, or is it just traditional route?

23 MS. O'NEIL: Mr. Chair.

24 CHAIRMAN LUNDEEN: Please.

25 MS. O'NEIL: Right now we do not have an



1 approved alternative route. However, that does not  
2 preclude us from having one in the future. So, we do not  
3 have any alternative programs approved at this time. We  
4 do know that there are individuals that are interested in  
5 watching whether this endorsement comes to fruition or  
6 not, as they may be interested in applying in the future.

7 UNKNOWN SPEAKER: So, is putting language in  
8 for an alternative route appropriate for this set of  
9 rules, or is it appropriate later, or could we do it now,  
10 or how do we think about that?

11 MS. O'NEIL: Mr. Chair.

12 CHAIRMAN LUNDEEN: Please.

13 MS. O'NEIL: It would be an all -- it would  
14 actually fall underneath the alternative route of  
15 designated agency, so it's a separate rule. Falls  
16 underneath that process.

17 Very much open to any individuals who want  
18 to come forward with that. So, it would sit outside of  
19 this rulemaking --

20 UNKNOWN SPEAKER: So not appropriate to put  
21 that language here.

22 MS. O'NEIL: But it would absolutely come  
23 forward in other ways or could.

24 UNKNOWN SPEAKER: Thank you.

25 CHAIRMAN LUNDEEN: My comment, Elaine, since





1 you're going to make the motion -- oh, you have a  
2 question? Please, go ahead.

3 MS. BERMAN: So, thank you very much for the  
4 hard work that I believe a lot of you did. There was  
5 only one thing that I was looking for that I didn't see,  
6 and maybe it's not -- my concern is not appropriate. But  
7 it seemed to me that when we first talked about the need  
8 to have very specific endorsement for dance it was also  
9 about safety for our kids, so that our children were  
10 being taught by someone who understood clearly  
11 physiologically what is safe for kids to do and what is  
12 not safe.

13 And I didn't see -- I mean, I'm assuming  
14 that -- and you have to know I don't know the specifics  
15 in physical education either, but I'm assuming that in  
16 physical education there are clear -- there's clearly the  
17 expectation of an understanding of phys ed. In terms of  
18 what's safe and what's not safe. And I just sort of had  
19 expected to see something that acknowledged that in a  
20 dance endorsement that a teacher knows that, you know,  
21 dancing on your heels is probably going to wreck your  
22 feet, or, I don't know. There's probably some body of  
23 knowledge that is a part of dance instruction that I  
24 would -- that you would refer to.

25 And I'm not asking you to list what's safe



1 and what's not safe, I'm just -- the notion of an  
2 understanding of safety in the whole process of dancing.

3 MS. O'NEIL: Okay. Mr. Chair.

4 CHAIRMAN LUNDEEN: Please.

5 MS. O'NEIL: I believe Ms. Gates has a  
6 response.

7 MS. GATES: Mr. Chair, those safe use of  
8 body movements and what's available developmentally are  
9 actually written in the grade-by-grade standards for  
10 dance. So, there are many places where it's listed  
11 what's appropriate. They were built up of developmental  
12 stages of student growth and physicality, so really  
13 because their endorsement requires content knowledge and  
14 standards-based learning, the standards will take care of  
15 those details, because there are very -- lots of  
16 different, as you imagine, variables for what types of  
17 dance, what types of technique, and that has to come  
18 through the content and curriculum that they would put in  
19 place, which would be standards-based, but it's fairly  
20 clear.

21 MS. BERMAN: Okay. Well, it's not clear to  
22 somebody looking at this. Would you be offended by  
23 saying an understanding of the standards including  
24 safety, or something of that -- ? I mean, I look to you  
25 all whether you agree with me, but I actually had --



1 MS. NEAL: Do you want them to go back and  
2 change them now?

3 MS. BERMAN: Just put into words something  
4 to that affect.

5 MS. NEAL: We can't do it today.

6 CHAIRMAN LUNDEEN: Sure we can.

7 MS. NEAL: Well you can, but then it puts --  
8 holds the process up.

9 MS. BERMAN: Yeah. I don't want to hold  
10 things up. But it jumped right out at me that there was  
11 nothing in there that it -- that addressed for me the  
12 notion that we're making sure that the teaching of dance  
13 is done in a manner that really respects our kids'  
14 bodies.

15 CHAIRMAN LUNDEEN: Safety first. Ms.  
16 O'Neil?

17 MS. O'NEIL: Mr. Chair, 8.20, and I will  
18 recognize that this does not address the concern as a  
19 whole. However, where my mind went when you asked the  
20 question, 8.20(2)(b) methods of teaching dance to  
21 students as age and grade appropriate. And to other  
22 educators as related, but not limited to, and then it  
23 goes on to talk about kind of the processes that are  
24 involved in that, with the creative process, direction  
25 and selection, productions, performance evaluation,



1 cultural and historical context.

2 And within that we've embedded the  
3 standards, so I absolutely understand that there is not a  
4 word, not a safety word, absolutely not in there. But as  
5 we think about the performance standards and the pieces  
6 that go with that it's where my mind went. That that's  
7 probably a small piece of what you're inquiring about.

8 MS. BERMAN: So, no. I leave it to you.  
9 I'm just a lay person, and that was my reaction. If you  
10 think somebody else is going to look at it in the same  
11 way, then I'd suggest we put something like that in  
12 there.

13 CHAIRMAN LUNDEEN: I think it's important,  
14 and I think we ought to put it in. Dr. Scheffel?

15 MS. SCHEFFEL: I was just going to say, I  
16 agree. I remember that discussion as being one of the  
17 major arguments for having these standards, so it seems  
18 it might be relevant to call it out. Even though it's  
19 embedded in the standards they're not represented here in  
20 detail, at least that piece.

21 MS. BERMAN: Does that complicate things a  
22 lot?

23 MS. O'NEIL: No, not -- Mr. Chair. I  
24 apologize.

25 CHAIRMAN LUNDEEN: Please.



1 MS. O'NEIL: No. It does not complicate  
2 things. WE can absolutely go back, take a look at where  
3 those standards are and where we want to embed that into  
4 our rules and come forward with the rule change with  
5 that. And it would probably, if we had a -- the  
6 opportunity to get it onto the August board meeting,  
7 that's where it would come forward.

8 MS. NEAL: Angelika, is that what you wanted  
9 to do?

10 MS. SCHROEDER: For today, if you had a good  
11 place to put it in. I'm not talking --

12 MS. NEAL: They can't do that today.

13 MS. O'NEIL: Sure. We can edit it today.  
14 You bet.

15 MS. NEAL: Well as much work as we put into  
16 standards, you don't just throw something out and say:  
17 Add this. You just don't do that.

18 CHAIRMAN LUNDEEN: In terms of process --

19 MS. O'NEIL: Okay, let's think about process  
20 for a second.

21 CHAIRMAN LUNDEEN: What are our options in  
22 terms of process, Ms. Markel?

23 MS. MARKEL: The only way the board can vote  
24 today is if they're unanimous and there's a unanimous  
25 vote based on what's before you. Otherwise



1 (indiscernible) come back in August.

2 CHAIRMAN LUNDEEN: So they -- okay. So --

3 MS. BERMAN: Well I think we could get to  
4 unanimous on just adding -- on adding a word, or do we  
5 need to go back and --?

6 MS. MARKEL: The challenge, Ms. Berman, is  
7 that because it's a rulemaking process that the Community  
8 of Dancers need to be aware of what the change is, so  
9 that if they have additional to that issue --

10 MS. NEAL: Response.

11 MS. BERMAN: I see.

12 CHAIRMAN LUNDEEN: The amendment needs to be  
13 aired out.

14 MS. BERMAN: So just so I can -- I know, I  
15 apologize. I didn't raise my --

16 CHAIRMAN LUNDEEN: Please, go ahead.

17 MS. BERMAN: What I think I hear you saying  
18 is while the word safety is not specifically called out,  
19 safety is addressed in the standards which are implicit  
20 in what we're voting on. Is that what you're saying?

21 UNKNOWN SPEAKER: Mr. Chairman. Yes, the  
22 safety is very much a part of the pedagogical theory that  
23 you also see in 8.20(2), so when you talk about  
24 pedagogical theory, we were just writing the dance  
25 assessments last week with our dance educators, and



1 usually every rubric for an assessment has a safety  
2 callout that pulls that out and talks about what the  
3 student's doing with safe usage.

4 I believe, and I'll nod to my writers, that  
5 yes there's -- on our assessments of all of the  
6 pedagogical theory, we always include safety in the  
7 rubric and the assessment of what the students are doing.  
8 It's very clear in the pedagogical theory, and it's a  
9 part of the pedagogy. They're all various techniques  
10 that some of our speakers spoke to have a safety element  
11 that's related to within the context of the specific  
12 technique. So, the technique is what drives the type of  
13 safe use. And so, we are very clear in that in  
14 curriculum standards, and then, of course, the  
15 assessments that we're developing currently to go by our  
16 standards.

17 MS. BERMAN: So, Angelika, does that satisfy  
18 --?

19 MS. SCHROEDER: I'll leave it to you guys.  
20 I'm not going to block something. I think --

21 CHAIRMAN LUNDEEN: Well, let me be clear in  
22 term --

23 MS. SCHROEDER: It's just a --

24 CHAIRMAN LUNDEEN: That the normal process  
25 for rules would be if we were unanimous this would move.



1 The normal process would be we'd come back in August and  
2 take our vote on this, so we're not really losing ground.

3 MS. BERMAN: Oh, so this isn't the day to  
4 vote?

5 CHAIRMAN LUNDEEN: We're just choosing not  
6 to accelerate past.

7 MS. MARKEL: If it's unanimous the board can  
8 vote today, but if this is not -- normally it's a much --  
9 normally we could see them and respond, and then comes  
10 back to the next one.

11 MS. NEAL: And you are asking all these  
12 people to come back in August so we can --

13 CHAIRMAN LUNDEEN: Oh, we'll send them a  
14 letter.

15 MS. NEAL: Why didn't we bring this up ahead  
16 -- before hand?

17 MS. SCHROEDER: Because this is the first  
18 time I saw that.

19 MS. NEAL: Yeah.

20 MS. SCHROEDER: I think. Isn't it?

21 MS. BERMAN: No. No, no. They've presented  
22 before, Angelika.

23 MS. O'NEIL: Mr. Chair.

24 CHAIRMAN LUNDEEN: Ms. O'Neil.

25 MS. O'NEIL: We did -- we presented the





1 rules in March.

2 MS. BERMAN: Yeah, yeah.

3 MS. O'NEIL: They have not changed since  
4 then. We did -- the in March was when we identified the  
5 rule hearing in which written comments could be made.  
6 And we did not receive any written comments at that time,  
7 and so today was the more formal, you know --

8 MS. SCHROEDER: (indiscernible) but I'm not  
9 going to block it and I don't -- I don't know what  
10 happened in March, because that's when -- that was  
11 actually when my (indiscernible) because we talked about  
12 it way back when, when everybody was worried about it.

13 CHAIRMAN LUNDEEN: Pam.

14 MS. MAZANEC: Isn't this a Dance  
15 endorsement? This is an endorsement that a dance teacher  
16 would receive. I consider it a little different than the  
17 standards for dance class concerning safety. These are  
18 for teachers to get a -- it's a credential.

19 CHAIRMAN LUNDEEN: Yeah, just to give you  
20 some --

21 MS. MAZANEC: I'm not -- I'm not too  
22 concerned about the safety issue to teachers.

23 CHAIRMAN LUNDEEN: Angelika, I'll give you  
24 some support. I would -- I would feel more comfortable  
25 as we're, you know, discussing -- because we're very



1 specific. The rule is very specific with regard to a  
2 number of other skills and requirements. The concept of  
3 safety first being a skill requirement. It would give me  
4 a higher degree of comfort.

5 So, you know -- and given the fact that this  
6 would normally roll through our final vote on August  
7 anyway, we're not really losing ground, we're just not  
8 accelerating fast as we could possibly do. So, I would  
9 be willing to just hold this over until August, and I'm  
10 trying to read faces here to --

11 MS. MAZANEC: You're concerned about safety  
12 for the teachers, you mean, or the classes?

13 MS. SCHROEDER: Assurance that -- assurance  
14 that a teacher has -- when they include a whole lot of  
15 skills that another skill is that (indiscernible)  
16 understanding physical safety (indiscernible). So, it's  
17 one or two words. It's one of the itemized skills that  
18 (indiscernible). And I'm not going to stand in the way  
19 of this (indiscernible).

20 CHAIRMAN LUNDEEN: Either way?

21 MS. SCHROEDER: I don't mean it with any  
22 disrespect at all to what's been done.

23 CHAIRMAN LUNDEEN: And here's what I've  
24 tried to do. I kind of tried to float it, give Angelika  
25 a second bite at the apple and see whether she'd pass.



1 She -- I'm hearing a concern, which I would support, so  
2 why don't we not take our vote today, we'll move forward,  
3 and we'll ask for an adjustment in the language to, in  
4 fact, elevate the fact that we think safety is an  
5 important issue in this as well.

6 MS. NEAL: I think -- I think it's a shame  
7 to do that.

8 UNKNOWN SPEAKER: I agree. I think you  
9 heard most people say that they can live with this, Paul,  
10 let's -- I think we should vote.

11 UNKNOWN SPEAKER: Mr. Chair.

12 CHAIRMAN LUNDEEN: Yes.

13 UNKNOWN SPEAKER: Dr. O'Neil has one other  
14 piece.

15 CHAIRMAN LUNDEEN: There's a third pathway.  
16 Give me a third pathway here, Dr. O'Neil.

17 MR. O'NEIL: (indiscernible) I don't have  
18 any. I don't know if -- I don't know if it's a pathway  
19 or not, but it is one of those in all of our teacher  
20 standards. So, if you actually look at our performance  
21 standards and our licensing standards for our teachers,  
22 you will also find that every teacher has the -- not even  
23 the authority, but the ethical responsibility -- thank  
24 you for the word -- ethical responsibly to ensure the  
25 safety of their students in their classroom. It does not



1 matter whether I'm an English teacher or whether I'm  
2 actually a P.E. teacher, or a dance teacher, or in  
3 woodworking. I, you know, I -- but I do certainly  
4 understand. I just wanted to throw that out there as  
5 that is another piece that lives in our performance-based  
6 standards.

7 CHAIRMAN LUNDEEN: Angelika.

8 MS. O'NEIL: And I apologize I don't have  
9 them in front of me.

10 CHAIRMAN LUNDEEN: You're okay? All right,  
11 so I think a motion would be appropriate at this time.

12 MS. BERMAN: I think I'm going to do this  
13 one. First of all, thank you all very much for coming.  
14 I want to do three shout-outs to my -- to the wonderful  
15 staff person we have in Karol Gates. This department's  
16 very lucky to have her. To Terry Jones, who's the head  
17 of the Department of P.E. and Dance, and to the one and  
18 only Cleo Parker Robinson, and to everybody else who's  
19 come today. There's my theatrical performance.

20 CHAIRMAN LUNDEEN: Stand up and swirl.

21 UNKNOWN SPEAKER: Yeah, where's the swirl?

22 MS. BERMAN: With that, I move to approve  
23 the dance endorsement rules.

24 MS. NEAL: I second that motion.

25 CHAIRMAN LUNDEEN: It's been moved and



1 seconded, there is not objection, or hearing none, motion  
2 carries. Congratulations.

3 Next item on the agenda is recognition of  
4 Colorado's 2014 U.S. Presidential Scholars. Mr.  
5 Commissioner. I turn it over to you.

6 COMM. HAMMOND: Thank you very much, Mr.  
7 Chair. Dr. Owens will announce the two presidential --  
8 U.S. Presidential Scholars. We're very fortunate to have  
9 them here today to recognize this incredible achievement.  
10 Keith.

11 MR. OWEN: Sure. Madam Vice Chair.

12 MS. NEAL: Yes.

13 MR. OWEN: It is my pleasure today to  
14 introduce Colorado's honorees for this award. Michael Z.  
15 Chen, from Fairview High School in Boulder Valley School  
16 District, and Siyu Wu, from Poudre High School in Poudre  
17 School District. Unfortunately, Siyu was not able to  
18 attend today because she was taking part of an internship  
19 position in China for the summer, so she's not going to  
20 be with us.

21 MS. NEAL: Oh, well. I guess we can exclude  
22 her.

23 MR. OWEN: But sounds like she's having a  
24 great experience. Both of these outstanding individuals  
25 were selected as part of the 50th class of U.S.



1 Presidential Scholars. We are proud and honored to  
2 recognize these students for their exemplary  
3 achievements. The Presidential Scholars Program was  
4 created in 1964 to honor top performing students. One  
5 young man and one young woman are chosen from each state.  
6 The District of Columbia, Puerto Rico, and from families  
7 of U.S. citizens living abroad.

8           Each year 141 students are named as  
9 Presidential Scholars. One of the nation's highest  
10 honors for high school students. The White House  
11 Commission on Presidential Scholars appointed by  
12 President Obama selects honor scholars annually based on  
13 their academic success, artistic excellence, essays,  
14 school evaluations, and transcripts as well as community  
15 service and leadership.

16           The scholars have all demonstrated  
17 leadership and outstanding accomplishments in the arts,  
18 sciences, humanities and other areas of interest. To  
19 celebrate their success as Presidential Scholars Mr. Chen  
20 and Ms. Wu have been invited to National Recognition Week  
21 on Washington D.C. on June 22nd where they will be  
22 presented with a medallion to commemorate being chosen  
23 for this prestigious award.

24           Please help me recognize both Michael Z.  
25 Chen, and Siyu Wu from Fairview High School in Boulder in



1 Michael Chen, and also from Poudre High School is Miss  
2 Wu. And, again, she's not here today, but Michael Chen  
3 is here to say a few words, so if we could congratulate  
4 both of them, that'd be great.

5 MR. CHEN: All right, thank you for having  
6 me today. Thank you, Mr. Chairman. Thank you, Ms.  
7 Bamberry (ph), and thanks to the board for giving me this  
8 special opportunity to speak with you. I got some notes  
9 on my phone here. All right.

10 So, I was truly humbled. To be recognized as  
11 one of the 141 scholars this year, and to me, it really  
12 shows how incredible our state's education system is in  
13 giving us all of these wonderful opportunities to  
14 succeed. And I feel that I am just one of many who is  
15 truly deserving of this award. So, a lot of my peers  
16 have done similarly amazing things, and I really want to  
17 recognize them for all the things that they have done.

18 So -- I'd like to thank Ms. Wickham, Ms.  
19 Cammie Wickham. She is my chemistry teacher from  
20 Fairview High School, and she was named as one of the  
21 distinguished scholars -- or not distinguished scholars,  
22 distinguished teachers, I mean, this year. And, Ms.  
23 Wickham has been incredibly supportive of me. Not only  
24 is she a very exciting teacher to have in class. She  
25 also supported me in my extracurricular pursuits, in the



1 Chemistry Olympiad, and for that I can't thank her  
2 enough. So, thanks to Ms. Wickham.

3 I'd also like to thank the Science Bowl team  
4 and the Swim Team and Fairview High School. Our  
5 wonderful coaches and my teammates. They've been  
6 incredibly helpful and encouraging. And this year our  
7 National Science Bowl Team actually won the state  
8 competition and won 9<sup>th</sup> in the national competition, so  
9 we're very proud of that. So that was in D.C. in April.  
10 So -- I'd also like to thank the professors at the  
11 University of Colorado at Boulder for their -- for giving  
12 me the opportunity to conduct research there the past two  
13 years.

14 I basically emailed a bunch of professors  
15 and -- during my sophomore year, because I wanted to do  
16 some research, and, you know, to have a professor email  
17 me back and say: Yeah, we'd love to have you volunteer  
18 over the summer. That was just incredible to me. And  
19 it's been a great experience. I was able to go to the  
20 Intel International Science and Engineering Fair last  
21 year, where I got to meet 1600 other student scientists,  
22 and received the first prize award for my research, so  
23 that was very exciting.

24 I also wanted to thank Ms. Darnell, from  
25 Southern Hills Middle School. She is the TAG teacher





1       there, and she's done so much to give the students  
2       opportunities to do, you know, science and other --  
3       anything you can imagine, basically, for the advanced  
4       students there. And I worked with her this year to start  
5       a science fair club to help the middle schoolers there do  
6       their own science fair projects. Because as a middle  
7       schooler I really wanted to do one, but I never had the  
8       chance. So, I felt that it would be a great way to give  
9       back and those are really the kind of things that make me  
10      enjoy, you know, what I do. So, thank you to Ms. Darnell  
11      in Southern Hills Middle School.

12                       Finally, I'd like to thank my parents for  
13      everything they've done for me for teaching me the  
14      importance of being hard working, the importance of  
15      persevering and contributing back to society. And also,  
16      I'd like to thank them for being my personal chauffeurs  
17      for the past two years. Yeah, so before I got my  
18      license, they would drive me around to, you know,  
19      anything I had to do. So big thanks to them. Especially  
20      my mom for taking me on the Belize Mission Trip this past  
21      fall. That was an incredible experience where we got to  
22      travel the countryside and provide medical care to people  
23      in underdeveloped areas of Belize. So, thanks to my mom  
24      for being such a great citizen and giving back to the  
25      world.



1                   So, finally, thanks in advance for paying  
2                   for my next year's education. So, I'll be going to  
3                   Stanford next year and I hope to study physics and  
4                   computer science in pursuit of pre-med. So --

5                   CHAIRMAN LUNDEEN: Excellent.

6                   MS. NEAL: Could I -- could I ask you a  
7                   question? And it's my own fault I was not listening to  
8                   Dr. Owens.

9                   MR. CHEN: Yeah, sure.

10                  MS. NEAL: What high school did you go to?

11                  MR. CHEN: I went to Fairview High School in  
12                  boulder. Yes.

13                  MS. NEAL: Fairview, thank you.

14                  CHAIRMAN LUNDEEN: And if I recall correctly  
15                  you have -- you had a 36 on your AC -- or perfect ACT.

16                  MR. CHEN: Yeah. I remember we met.

17                  CHAIRMAN LUNDEEN: Yeah. We've got a  
18                  connection going on, don't we?

19                  MR. CHEN: Yeah.

20                  UNKNOWN SPEAKER: It's de ja vu all over  
21                  again.

22                  CHAIRMAN LUNDEEN: Well, on behalf of the  
23                  board, MR. Chen, Michael, I would like to congratulate  
24                  you. Thank you for the distinction that you've earned  
25                  and thank you for the way that you are, in fact, shining



1 as a light for people to see and perhaps maybe emulate.  
2 So, you're a great leader for your fellow students.

3 If you'd like to come forward, and perhaps  
4 your family would like to come forward, and get a picture  
5 here with your board member and with the commissioner,  
6 we'll give you a -- we'll confer your honor, your award,  
7 upon you right here in front of the Seal of Colorado.

8 UNKNOWN SPEAKER: You forgot to mention your  
9 brother.

10 MR. CHEN: Oh, yeah. Thank you  
11 (indiscernible).

12 CHAIRMAN LUNDEEN: And of course, Siyu Wu  
13 will receive her acknowledgement in absence. Thank you  
14 very much. That wraps this up. Yes?

15 MS. NEAL: Teacher of the Year.

16 CHAIRMAN LUNDEEN: The next item on the  
17 agenda is the recognition of the 2014 Colorado Teacher of  
18 the Year. Today we will recognize Elizabeth Miner. Mr.  
19 Commissioner.

20 COMM. HAMMOND: Thank you. It is my honor  
21 to introduce Elizabeth, and it was -- and she's in the  
22 audience, and Dr. Owen will give a brief announcement.  
23 But it's always nice when we have these events to have  
24 somebody totally surprised. When you have a whole  
25 student body there and then they make the announcement at



1 the school, and they may have a little advance notice,  
2 you never know, but they're always surprised in the kids'  
3 delight in that at the school. And she was wonderful  
4 representing her school. Especially at the Platte Canyon  
5 Middle School. It's the Platte Canyon School, and so  
6 Keith.

7 MR. OWEN: Thank you, Mr. Chair. Yes. We  
8 had a great assembly with Ms. Miner and her staff and  
9 students, and it was fantastic. Commissioner Hammond, I  
10 think Dr. Schroeder was there, myself, it was a great  
11 day. So today we're pleased to honor Elizabeth Miner.  
12 She's the 2014 Colorado Teacher of the Year. Each year  
13 the Colorado Teacher of the Year program honors an  
14 exceptionally dedicated knowledgeable and skilled teacher  
15 to represent the entire profession in Colorado. The role  
16 of the Colorado Teacher of the Year is to act as a  
17 liaison between the teaching community, the legislature,  
18 the Department of Education, districts, communities,  
19 education ambassador to parents, to students, service  
20 organizations and also to work with the media.

21 A selection committee conducted a rigorous  
22 selection process and it chose the Colorado Teacher of  
23 the Year. The committee consisted of representatives  
24 from the State Board of Education, Ms. -- Your own Ms.  
25 Jane Goff was one -- your representative there. CASE,



1 CASB, CEA, the Legacy Foundation, as known now as  
2 Colorado Education Initiative, Colorado PTA and previous  
3 teacher of the year.

4 Elizabeth Miner was named the 2014 Teacher  
5 of the Year at this assembly at Miner's school on October  
6 13, 2013. Elizabeth has been a middle school physical  
7 education teacher at Fitzsimmons Middle School for seven  
8 years where she focuses on cross-curricular core skill  
9 development. She is also an -- as aggressive with  
10 academics in and out of our class as she is with physical  
11 activity, because her greatest love the daily privilege  
12 to guide students down the right path.

13 Ms. Miner enjoys teaching students the  
14 skills they need to become successful, self-sufficient,  
15 healthy and active adults. She says teaching is not work  
16 for her, it is a heartfelt calling. She loves coming to  
17 school each day positively impacting her students. In  
18 accepting this award Elizabeth will get to spend part of  
19 2014 making public appearances to support all the  
20 teaching profession and will be the face of all dedicated  
21 teachers in Colorado.

22 Elizabeth is at the top of her profession.  
23 She's respected and incredibly knowledgeable. In April  
24 Elizabeth was honored by President Obama in a ceremony at  
25 the White House and throughout the year she will receive



1 a number of high-quality professional development  
2 opportunities and even get to attend the NASA Space Camp  
3 activity during the summer, which I've always wanted to  
4 do.

5 At this time, I will beg to introduce  
6 Elizabeth Miner, the 2014 Colorado Teacher of the Year,  
7 and have her say a few words.

8 MS. MINER: Thank you Chairman, thank you  
9 Commissioner, and thank you members of the board. This  
10 has been an amazing honor. The experience that I have  
11 had already for the last eight months has opened so many  
12 doors to what I know as teaching.

13 Before I went to school every day, heartfelt  
14 passion, teaching our kids, get them excited about  
15 staying fit, being healthy, in order for them to obtain  
16 the knowledge throughout the rest of the school day.  
17 That's my biggest thing with my kids, is telling them: If  
18 you're not an active kid, you're not going to be able to  
19 withstand the rigorous curriculum that the rest of my  
20 teachers at my school are giving you. And it's awesome  
21 to watch them rally, because they do know that their days  
22 are hard and full packed, and they truly run hard in my  
23 class.

24 It's from there, being the teacher of the  
25 year, I now have seen the avenue of policy. I've seen



1 legislation. I have talked to teachers that have been in  
2 the field for 30, 40 years. I've talked to retired  
3 teachers. I've talked to teachers that are just becoming  
4 -- to come into the profession. All these avenues were  
5 not open to me until you gave me the opportunity, so  
6 thank you so much.

7           One of the best things that I've been able  
8 to do so far is working with the college kids that are  
9 coming in to teaching. I have paired up at Metro and  
10 have been working with the physical education licensure  
11 program there, and working with the kids and letting them  
12 know what they're getting themselves into: The wonderful  
13 pleasure of teaching our kids.

14           I have also noticed and talked to a lot of  
15 teachers -- and it's really hard to retain our teachers.  
16 It's a hard job, and if they don't have the support we're  
17 losing a lot of them. And so, I have made it an impact  
18 this summer to really work with those kids coming out of  
19 higher ed and make sure that they are being supported,  
20 and that they do stay in the field, and that we do keep  
21 those amazing teachers that are walking in.

22           So, again, thank you for this amazing  
23 opportunity. I'd also like to thank my principal, Rim  
24 Watson. He's the one who nominated me. He had probably  
25 known me maybe six months before he came up to me and



1 said: I'd like to nominate you for teacher of the year.

2 I said: There is a teacher of the year? And he said:

3 Yes, there is, and I would like to nominate you.

4 And I can't even tell you what was going  
5 through my mind. When you have somebody approach you and  
6 have that much trust in your teaching, and knowing that I  
7 do really have a major impact, not only on my students,  
8 but on my staff and on my whole district. And so, thank  
9 you, Rim, for -- so much for this amazing opportunity,  
10 and thank you again for the opportunity to be able to be  
11 inspirational to both teachers, administration, community  
12 members, and students. Thank you very much.

13 CHAIRMAN LUNDEEN: Congratulations, and  
14 thank you very much, Elizabeth. On behalf of the board  
15 we'd like to thank you for what you're doing on behalf of  
16 the students, the staff, you said your district, and I  
17 would extend beyond that, the state and now the nation,  
18 so thank you for what you are doing and what you have the  
19 opportunity to do.

20 If you want to come forward and get a  
21 picture with the commissioner, with the board member from  
22 your area.

23 Congratulations.

24 Next item on the agenda is a disciplinary  
25 proceeding concerning an application charge number





1 2013ec20 -- I'm sorry. Let me start from the beginning.  
2 2013ec2107. Is there any discussion? If not, a motion  
3 would be in order.

4 MS. NEAL: Regarding disciplinary  
5 proceedings concerning an application charge number  
6 2013ec2107, I move to direct staff to dismiss the charge  
7 and issue a license to the applicant.

8 CHAIRMAN LUNDEEN: Staff, call the roll  
9 please.

10 MS. MARKEL: We need a second.

11 CHAIRMAN LUNDEEN: Oh, I'm sorry.

12 UNKNOWN SPEAKER: Second.

13 CHAIRMAN LUNDEEN: That is a proper motion,  
14 and second. Thank you very much. Now please call the  
15 roll.

16 MS. MARKEL: Elaine Gantz Berman.

17 MS. BERMAN: Aye.

18 MS. MARKEL: Jane Goff.

19 MS. GOFF: Aye.

20 MS. MARKEL: Paul Lundeen.

21 CHAIRMAN LUNDEEN: No.

22 MS. MARKEL: Pam Mazanec.

23 MS. MAZANEC: Aye.

24 MS. MARKEL: Marcia Neal.

25 MS. NEAL: Aye.



1 MS. MARKEL: Dr. Scheffel.

2 MS. SCHEFFEL: Yes.

3 MS. MARKEL: Dr. Schroeder.

4 MS. SCHROEDER: Yes.

5 CHAIRMAN LUNDEEN: Motion carries.

6 UNKNOWN SPEAKER: Gussed right for once.

7 CHAIRMAN LUNDEEN: Got it right. Next item  
8 on the agenda is the board's consideration of the  
9 regenerated PRAXIS II content exams: Elementary Education  
10 5018, School Psychologist 5402, and Speech Language  
11 Pathologist 5331. Mr. Commissioner.

12 COMM. HAMMOND: Thank you very much, Mr.  
13 Chair. Today for your action if you desire, is to prove  
14 the cut scores that we've talked about at this last board  
15 meeting, and the elementary education, the school  
16 psychologist and speech language pathologist. So, with  
17 that I'll turn it over to Coleen O'Neil.

18 MS. O'NEIL: Thank you. Mr. Chair, members  
19 of the board. This is de ja vu, by the way. I feel like  
20 I've been here once before today. I'm not sure.

21 CHAIRMAN LUNDEEN: All over again.

22 MS. NEAL: You have been today.

23 MS. O'NEIL: Under statute the Colorado  
24 State Board of Education is responsible for establishing  
25 the methods by which each candidate for an initial



1 educator license may demonstrate his or her level of  
2 content expertise. Educational Testing Services and the  
3 Colorado Department of Education staff recommended  
4 replacing the PRAXIS II Elementary Education Content Exam  
5 0014-5014 with a regenerated content exam 5018, and  
6 replacing the School Psychologist Exam 0401-5401 with  
7 5402 regenerated, and replacing the Speech Language  
8 Pathology -- Pathologist Content Assessment 0330-5330  
9 with 5331. There's a few numbers for us.

10 In addition to approving the regenerated  
11 exams the state board must determine the cut scores for  
12 each exam, setting minimum score an applicant must  
13 achieve in order to pass the exam and demonstrate the  
14 competencies requisite for the license in the endorsement  
15 areas sought.

16 In the May board meeting the board was  
17 presented with information about the three regenerated  
18 tests in the recommended multi-state standard-setting cut  
19 scores, which again, is a multi-state endeavor for each  
20 one of those cut scores.

21 We are requesting at this point that there  
22 is consideration on your behalf for accepting the cut  
23 score of 163 for the Elementary Education Content Place  
24 Test, the cut score of 147 for the School Psychologist  
25 Regenerated Exam and the cut score of 147 for the School



1 Psychologist Regenerated Exam and a cut score of 162 for  
2 Speech Language Pathologist Regenerated Exam.

3 At this time, Dr. Terry Owens has joined me  
4 to help us answer any questions that you may have about  
5 these regenerated assessments or the cut scores that are  
6 associated with them, or any other numbers that you just  
7 want to add to that pile that I was able to give you.

8 CHAIRMAN LUNDEEN: Questions? I think not.  
9 I will give you an opportunity to make any final summary  
10 comments.

11 MS. O'NEIL: I don't believe I have any  
12 besides thank you so much for your consideration of  
13 everything today.

14 CHAIRMAN LUNDEEN: If there's no further  
15 discussion I will request a motion.

16 MS. NEAL: I move to approve the updated  
17 tests and the corresponding recommended cut scores for  
18 the following regenerated PRAXIS II content exams:  
19 Elementary Education 5018 recommended cut score of 163,  
20 School Psychologist 5402 recommended cut score of 147,  
21 and Speech Language Psychologist 5331 recommended cut  
22 score 162.

23 CHAIRMAN LUNDEEN: That is a proper motion.  
24 Is there a second? There is a second, Angelika. Is  
25 there any objection? Hearing no objection motion



1 carries.

2 MS. NEAL: Oh, that was in record  
3 (indiscernible) today.

4 MS. O'NEIL: Yes, thank you.

5 CHAIRMAN LUNDEEN: See, the third time you  
6 get up here --

7 MS. O'NEIL: Third time's the charm, isn't  
8 it?

9 UNKNOWN SPEAKER: Run fast.

10 CHAIRMAN LUNDEEN: Next item on the agenda  
11 is the Counselor Corps Grant Program, but I would ask my  
12 colleagues if they want to take a brief break prior to  
13 that. No? Let's move forward.

14 MS. NEAL: We're just moving right along.

15 CHAIRMAN LUNDEEN: Counselor Corps Grant  
16 Program Board Report, Mr. Commissioner.

17 COMM. HAMMOND: Thank you. We really have  
18 three items related to Counselor Corps. The first item  
19 is a report by statute that we do, but it's one that  
20 you've taken interest in and want us to report to you, so  
21 we have a very brief report today, it's about 15 minutes,  
22 we'll try and keep it within that (indiscernible) we've  
23 talked about.

24 And we will then later move into, because  
25 it's with the same individuals at the table, the



1 recommendations for the school Counselor Corps grant  
2 Program, which will be a separate item, as well as the --  
3 a notice of rulemaking as a result of a statute this year  
4 around this whole subject.

5 So, with that I'll turn it over it over to  
6 Misti Ruthven, he'll lead us, or Rebecca, are you going  
7 to take it?

8 MS. RUTHVEN: Thank you Mr. Commissioner,  
9 and good afternoon, Mr. Chair, members of the board.  
10 Just a reminder of who I am, because I have not seen you  
11 in a little while. My name is Misti Ruthven, and I lead  
12 the Office of Postsecondary Readiness. And I'm here  
13 today, as the Commissioner had mentioned, to discuss the  
14 School Counselor Corps Grant Program.

15 So, the first topic that we'll briefly go  
16 over is the report itself. So, this is the annual  
17 legislative report that is due every May, and there are  
18 several highlights from this report.

19 The purpose of the Counselor Corps as it was  
20 established in 2008, is to decrease the student/counselor  
21 ratio, increase graduation rates, decrease drop-out  
22 rates, decrease remediation rates, and increase the  
23 college matriculation rate.

24 Since the Colorado School Counselor corps  
25 Grant Program is entering it's seventh year, consistently



1 every year in it's report it has shown to do those  
2 things, so that is a sign of success, one could say.  
3 This is a map, an overview, of the programs reach since  
4 2008, so these are all the districts, including BOCES,  
5 including charters, that have participated in the program  
6 since 2008, and this is through the current academic year  
7 of 2014. So, we have had 126 schools in 59 districts  
8 participating in the school Counselor Corps Grant Program  
9 since 2008.

10 In the most recent report you'll see that we  
11 had 23 grantees of -- with 76 schools, and that we've had  
12 some promising success. That within the first two years  
13 those schools within the districts that are participating  
14 in the program have increased their graduation rate by 5  
15 percentage points, decreased their dropout rate by 3.7  
16 percentage points, and one new metric that was added to  
17 this year's report is an increase in student enrollment  
18 in postsecondary within one year after graduating from a  
19 high school, and that increased by 13 percent in one  
20 year.

21 So, we've seen great results from much of  
22 the investment through Counselor Corps, as well as the  
23 great work of the districts and schools that have  
24 received these dollars.

25 This is just a brief overview of the



1 graduation rate itself. You'll see that the Counselor  
2 Corps Grant started with the class of 2012, and this was  
3 reflective of 5 percent increase of the graduation rate  
4 during that first two years of time.

5 So, moving on to the request to approve the  
6 new cohort, which will be the fourth cohort of grantees  
7 for the School Counselor Corps Grant Program. As you may  
8 recall, in the 2014 legislative session, Senate Bill 150  
9 passed, which allowed, increased, the funds available on  
10 an annual basis for the School Counselor Corps Grant  
11 Program. This will allow us to bring in a fourth, or a  
12 new, cohort of grantees.

13 So, what we're proposing to you today as  
14 recommendations, is 12 of the 19 applications that were  
15 received are recommended for funding. We have had nearly  
16 a million dollars in requested doll -- in requested funds  
17 for 450,000 that's available. This did go through a  
18 competitive grant process through our -- through  
19 Competitive Grants Office. There were third-party  
20 reviewers, peer reviewers, that then scored the  
21 applications, all 19, and we selected the top 12 scoring  
22 applications for your recommendation here today. For our  
23 recommendation here today.

24 So, I'll just give you a quick minute to  
25 look at the 12 that we're putting forward. In this total





1 of \$450,000 of funding there are 40 schools that would  
2 begin the cohort for the 2014-15 academic year.

3 This is an overview of the map. The gold  
4 are previously funded cohorts, or previously funded  
5 grantees and districts, and districts, and the blue are  
6 the new ones. So, the ones that we're proposing for the  
7 2014-15 academic year, or Cohort Four.

8 So, at this time, Mr. Chair, we would like  
9 to ask for your recommendations.

10 CHAIRMAN LUNDEEN: Questions?

11 COMM. HAMMOND: This is still a report.

12 CHAIRMAN LUNDEEN: Oh, this is the report.

13 This is 1501 item --

14 COMM. HAMMOND: Because we moved kind of  
15 from a report.

16 MS. RUTHVEN: Yes, I'm sorry.

17 COMM. HAMMOND: I think that you also  
18 incorporated 16 -- since we were talking about it. Let's  
19 stay on -- if that's all right with the chair we'll stay  
20 on the report. If there's any questions on the report,  
21 then the next item will be approval of the awards.

22 CHAIRMAN LUNDEEN: Okay. Fair enough it's  
23 -- I think and there's a rule as well, so there's three  
24 component pieces.

25 COMM. HAMMOND: Yeah, right.



1                   CHAIRMAN LUNDEEN: But questions with regard  
2 to the report at this point. I think there were two over  
3 here. Jane, go ahead.

4                   MS. GOFF: It's very technical. Kinda  
5 remembered -- the blue are brand new, starting for four  
6 years rather than what has been three years? Because  
7 didn't the legislation change into four years -- a four-  
8 year grant?

9                   MS. RUTHVEN: Mr. Chair.

10                  CHAIRMAN LUNDEEN: Please.

11                  MS. RUTHVEN: So that does bring us into my  
12 last slide, which is an overview -- no, no. Which is  
13 perfect. Which is an overview of the Senate Bill 150,  
14 which is why we would be asking for the rules to -- for  
15 Counselor Corps to be opened that did indeed increase the  
16 grant term from three years to four years. It also  
17 increased the annual funding from 5-million to 8-million.

18                  It directs the department to also offer  
19 mandatory principal training on an annual basis for  
20 principles in those Counselor Corps funded schools. And  
21 then it creates a Counselor Corps Advisory Board to  
22 assist the department. But I want to point out that  
23 that's -- formalizes the advisory board. We have had an  
24 advisory board in place since 2008, this just formalizes  
25 that. So does that answer your questions?



1 MS. GOFF: It's -- yes, and I apologize  
2 again, because I --

3 MS. RUTHVEN: No, not at all. Thank you.

4 COMM. HAMMOND: Well that's really the third  
5 item. We kinda -- it's a little bit confusing. That'll  
6 be a separate action in itself as well.

7 CHAIRMAN LUNDEEN: Deb.

8 MS. SCHEFFEL: Thank you. Can you speak to  
9 -- I think one of your metrics for success is a lower  
10 high school dropout rate. Right? And can you -- and I  
11 see the percentage is maybe it's in here and I missed it.  
12 Is there a number, and can you link it to the funds?  
13 Because I know the budgets have increased in one of the  
14 things that has been linked to as a reduction in case  
15 load.

16 But like, for the budget you've increased  
17 the graduation rate by x percent, but that translates  
18 into how many students, and is there any kind of metric  
19 that would show how many counselors versus how many  
20 students versus impacting dropout rates? Is there any  
21 metric like that, that'd help us understand the impact a  
22 little better than the percentage.

23 MS. RUTHVEN: Mr. Chair.

24 CHAIRMAN LUNDEEN: Please.

25 MS. RUTHVEN: So, I can get you the exact



1 numbers, but as far as the model that's' being followed,  
2 the American School Counseling Association Model? The  
3 recommendation is to 250 counselors to 1 as far as the  
4 impact that you're referring to, Dr. Scheffel.

5 So specifically, if I can just have a  
6 moment, I can get the exact number of students as far as  
7 the number of impact and dropouts that were saved, as  
8 well as the translated connections that that made by high  
9 school. If that would be helpful.

10 MS. SCHEFFEL: And so, if I were to read the  
11 report from the American Counselor Association? Is that  
12 what you said?

13 MS. RUTHVEN: Yes.

14 MS. SCHEFFEL: Then they would talk about --  
15 and there are the activities that support success. So,  
16 to meet with the students, they have a caseload of  
17 whatever, they host webinars and --

18 MS. RUTHVEN: Correct.

19 MS. SCHEFFEL: But what do they do with  
20 these (indiscernible)?

21 MS. RUTHVEN: Correct. So -- Mr. Chair.

22 CHAIRMAN LUNDEEN: Please, go ahead.

23 MS. RUTHVEN: They have been implementing,  
24 as you had mentioned, the three fundamental pieces of the  
25 model, which are social-emotional counseling, academic



1 counseling, as where -- as well as career and college  
2 counseling. So what that translates into are activities  
3 such as the individual career and academic plan, as well  
4 as intensive time with teachers to really assist in  
5 embedding these conversations in the daily experience for  
6 students so that, you know, there's intentional  
7 connections between career and college and what's  
8 happening in engaging students on a daily basis in the  
9 classroom as well.

10 I can get you more specifics.

11 MS. SCHEFFEL: Oh, great. Thank you.

12 CHAIRMAN LUNDEEN: Angelika.

13 MS. SCHROEDER: I'm a little confused. You  
14 said this is year seven of this program, so on your -- on  
15 the map that you have, the yellows, which are not the new  
16 ones, it was a three-year grant. So that's' going to be  
17 mixed up between districts that had the grant and  
18 districts that may still be in the middle of a grant.

19 Do we follow up with data once the grant  
20 ends to determine that, in fact, the affect has  
21 continued? Because I'm assuming that they lose a  
22 counselor or two once the grant ends. Because that's  
23 essentially how the money is being spent, if I'm not  
24 mistaken.

25 MS. RUTHVEN: Mr. Chair.



1 CHAIRMAN LUNDEEN: Please, go ahead.

2 MS. RUTHVEN: So, one of the -- one of the  
3 commitments that districts and participating schools make  
4 upon receiving dollars is to sustain the positions that  
5 are hired under the grant. We have done follow up  
6 studies, and will continue to do so when a grant cohort  
7 sunsets to see how many of those positions are sustained.

8 So, to date we were able to look at that for  
9 the end of the first cohort, and 85 percent of those  
10 positions that were hired under the grant of the school  
11 counselor positions were sustained at that point in time.

12 As far as funding, to answer your other  
13 piece, is your -- yes, you're correct, I that we have had  
14 six years we're -- so to date we're in our sixth year,  
15 we'll be entering our seventh year, for the '14-'15  
16 academic year, and there is some crossover with time,  
17 since we've now transitioned from a three-year grant to a  
18 four-year grant, so we're working to accommodate for  
19 that.

20 MS. SCHROEDER: But we're continuing to  
21 collect the data in the five areas for every district  
22 that's participated. So, is the goal to ultimately have  
23 every district add a counselor, or what do you see is the  
24 long-term piece of this funding?

25 MS. RUTHVEN: Mr. Chair.



1 CHAIRMAN LUNDEEN: Please, go ahead.

2 MS. RUTHVEN: So, one of the intents, or the  
3 outlined intentions of original legislation, was for it  
4 to have essentially the counselor/student ratio be at  
5 least average of the recommended national ratio of the  
6 250 to 1.

7 MS. SCHEFFEL: Okay, so that's an important  
8 measure for us to continue to keep --

9 MS. RUTHVEN: Correct.

10 MS. SCHEFFEL: And do we know, with or  
11 without the grant, where we are in Colorado?

12 MS. RUTHVEN: Mr. Chair.

13 CHAIRMAN LUNDEEN: Please.

14 MS. RUTHVEN: We are more than 400 to 1.

15 MS. SCHROEDER: Thank you, the highest in  
16 the country.

17 MS. RUTHVEN: But, if I must say, we were at  
18 almost 500, eight -- seven years ago when the grant  
19 started. So --

20 MS. SCHROEDER: We have a ways to go.

21 CHAIRMAN LUNDEEN: Any questions down here?

22 So, page 3 of the presentation -- I think it must be  
23 slide 6 -- it's the graph, the bar chart, with the line  
24 charts -- or bar graphs with the line graphs running  
25 through them. Try -- I understand that is a function.



1 The low -- the -- let me get my brain back around what I  
2 was looking at earlier. That the top line is -- explain  
3 the graph to me.

4 MS. RUTHVEN: Yes. I know -- I know I kind  
5 of flew through. Thank you. So, this is an example of  
6 the graduation rate chart from the actual report itself.  
7 And so, the blue line is the cohort schools in Cohort  
8 number 2, the green line are comparison schools, so these  
9 schools are similar as far as demographics, performance  
10 and other indicators.

11 CHAIRMAN LUNDEEN: Okay, and so that leads  
12 me to my question, which is they -- it appears to be  
13 narrowing. In other words, the trend line, although  
14 positive, is less positive in the grant schools, or the  
15 grant environment, than it is in the other. Am I reading  
16 that and understanding that properly?

17 MS. RUTHVEN: So --

18 MS. NEAL: Between those two years, yes  
19 (indiscernible) two years.

20 MS. RUTHVEN: What -- so to -- so if we go -  
21 - if we kind of take this year-by-year.

22 CHAIRMAN LUNDEEN: Right.

23 MS. RUTHVEN: The class of 2011 was the year  
24 prior to when the School Counselor Corps Grant Program  
25 began with those participating schools. As you'll see at





1 that point, their graduation rate performance was below  
2 their comparison schools. They in one year -- so this is  
3 the first year of grant funding -- showed a significant  
4 increase and are contending to turned upward while their  
5 peer institute -- while their peers institute -- while  
6 their peer schools are actually trending the other  
7 directions in many ways.

8 In the mid years and in the final years,  
9 they're -- the slope, it appears, is steeper. So, which  
10 leads to the question of -- now that my second question,  
11 which is what would be envisioned as alternative? What  
12 other pathways? I -- there seems to be value in this, as  
13 represented by the information, but what other types of  
14 high value, perhaps higher value responses or  
15 interventions would be possible? And I don't know that  
16 that's a fair question to ask you in the narrow context  
17 of what we've got going here. But I'm kind of curious  
18 the thinking that goes beyond just this specific program  
19 and is there a better way of doing what this program  
20 seeks to do.

21 MS. RUTHVEN: So, one of the things that  
22 we're looking at in this report that was -- that we began  
23 to track two years ago, so we have -- we have some  
24 baseline data, but we're really starting to look more  
25 consistently, are third-party data sources. So not just



1 relying on self-recorded data, but looking toward  
2 industry data, career data, higher education data, and  
3 utilizing those tools to then reflect and say how we can  
4 -- how can we improve the program and interventions, if  
5 that's helpful.

6 CHAIRMAN LUNDEEN: Okay, fair enough. Pam?

7 MS. MAZANEC: Do these comparison schools  
8 have counselors, or do we know?

9 MS. RUTHVEN: I do --

10 MS. MAZANEC: The ones you're comparing them  
11 against?

12 MS. RUTHVEN: Mr. Chair.

13 CHAIRMAN LUNDEEN: Please.

14 MS. RUTHVEN: I don't know. I can provide  
15 you that data. We don't necessarily have counselor  
16 information by school, but we would partner with some of  
17 the professional organizations as well as licensure to  
18 maybe get to that data, but I don't know that.

19 MS. MAZANEC: Thank you.

20 CHAIRMAN LUNDEEN: So, I'm going to call  
21 this an inflection point. Say that is the end of the  
22 first third of this conversation and identify the next  
23 item on the agenda are the recommendations for the 2014  
24 School Corps Grant Program.

25 COMM. HAMMOND: 16.01.



1 CHAIRMAN LUNDEEN: 16.01. Yes, Item 16.01,  
2 please.

3 COMM. HAMMOND: Exactly. And we're ready --  
4 we've talked about this, and this is up for a vote, or  
5 questions as you see appropriate.

6 CHAIRMAN LUNDEEN: And was there a slide  
7 that had those?

8 COMM. HAMMOND: Yes. You want to go back to  
9 that? There.

10 MS. RUTHVEN: These.

11 COMM. HAMMOND: Okay.

12 UNKNOWN SPEAKER: Oh, dear. I just closed  
13 the (indiscernible).

14 COMM. HAMMOND: Which (indiscernible) number  
15 --

16 CHAIRMAN LUNDEEN: Well, and it's also in  
17 this document.

18 COMM. HAMMOND: Yeah. It's in the -- well -  
19 -

20 MS. NEAL: Page 5.

21 UNKNOWN SPEAKER: Page 5.

22 CHAIRMAN LUNDEEN: So, we've had discussion.  
23 Is there further discussion anyone would like to have now  
24 that we're specifically dealing with these grant items?  
25 If there is not --



1 MS. NEAL: The darker blue ones are the new  
2 ones?

3 CHAIRMAN LUNDEEN: Correct -- no, no. That  
4 was on the now. I think on this it's just  
5 differentiation among lines.

6 MS. NEAL: Oh.

7 CHAIRMAN LUNDEEN: Is that correct? Or am I  
8 misrepresenting the data?

9 MS. RUTHVEN: Correct. So, to clarify,  
10 we're proposing and recommending all of these 12 for  
11 funding. There were 19 total applications that we  
12 received, and we had enough to fund these 12.

13 MS. NEAL: These 12, okay.

14 MS. RUTHVEN: So, but on the map the blue  
15 districts are the ones that would be the new Cohort 4,  
16 which are also on this.

17 MS. NEAL: And the lighter blue are ones  
18 that are already, and they're just being refunded.  
19 Because there's lines on that graph, is what it --

20 CHAIRMAN LUNDEEN: Yeah. That's just so --  
21 make it easier to read.

22 MS. NEAL: That's not what she said.

23 MS. RUTHVEN: I'm sorry, so --

24 MS. NEAL: Are these all new, or are some of  
25 them just --



1 CHAIRMAN LUNDEEN: It's a combination.

2 MS. NEAL: They're a combination; some are  
3 new and --

4 MS. RUTHVEN: They're all new.

5 MS. NEAL: They're all new, okay.

6 MS. RUTHVEN: They're all new.

7 MS. NEAL: That's what I needed to know.

8 CHAIRMAN LUNDEEN: Fair enough. So, is  
9 there further discussion? If there's not is there a  
10 motion?

11 MS. NEAL: I move to approve the  
12 recommendations for the 2014 School Counselor Corps Grant  
13 Program.

14 CHAIRMAN LUNDEEN: Is there a second?

15 MS. GOFF: I wanted to do this.

16 CHAIRMAN LUNDEEN: Jane would like to second  
17 this. Jane has seconded this. Is there any objection?  
18 Hearing none, motion carries, which moves us to the third  
19 of this three-part effort. And that is regarding rules.

20 Item 16.02 is the next item. It is a  
21 request to issue a notice of rulemaking concerning rules  
22 for the administration of the school counselor grant --  
23 excuse me. School counselor core grant program, 1CCR301-  
24 74. Mr. Commissioner.

25 COMM. HAMMOND: Thank you very much. On



1 this particular one, as was talked about in the  
2 presentation, House -- Senate Bill 14160 this year was  
3 passed, and as a result we need to start the rulemaking  
4 process. And so, the purpose of this meeting is just to  
5 advise you again about the rules, (indiscernible) any  
6 questions, and then we'll do the notice and proceed  
7 accordingly. Misti, do you have anything further to say?

8 MS. RUTHVEN: I don't believe so.

9 CHAIRMAN LUNDEEN: I think that tees it up  
10 rather nicely. Are there any questions specific with  
11 regard to this? First step in the rulemaking process  
12 hearing comes down the road next and action after that.

13 So, with that, if there is no question, I  
14 will entertain a motion.

15 MS. MARKEL: Marcia.

16 MS. NEAL: I move to approve the notice of  
17 rulemaking hearing for the rules for the administration  
18 of the School Counselor Corps Grant Program 1CCR301-74.

19 CHAIRMAN LUNDEEN: And I think Jane wants to  
20 second that one, also. Is that correct.

21 MS. GOFF: Sure.

22 MS. NEAL: Yeah, Jane?

23 CHAIRMAN LUNDEEN: Jane is the second.  
24 Without objection that motion carries. Thank you very  
25 much.



1 MS. NEAL: Thank you. Are you coming back?  
2 CHAIRMAN LUNDEEN: Yes.  
3 MS. MARKEL: No, she's done.  
4 UNKNOWN SPEAKER: She's done, but she's --  
5 CHAIRMAN LUNDEEN: Thank you, Misti.  
6 UNKNOWN SPEAKER: Thank you, Misti.  
7 CHAIRMAN LUNDEEN: Shall we keep moving  
8 forward? Anyone care for a break?  
9 UNKNOWN SPEAKER: Yes.  
10 UNKNOWN SPEAKER: Might as well.  
11 UNKNOWN SPEAKER: I need a break.  
12 CHAIRMAN LUNDEEN: I think we'd like to take  
13 a break and then we'll come back. Say two-minute break,  
14 three-minute break, and we are actually doing well on  
15 time at the moment. Thank you.

16 (Meeting adjourned)

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C E R T I F I C A T E

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

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

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

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

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