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1 BEFORE THE MISSOURI STATE BOARD OF EDUCATION
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3
4 PUBLIC HEARING OF HOUSE BILL 1490
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8 April 20, 2015
9 Missouri Department of Elementary and Secondary Education
10 205 Jefferson Street
11 Jefferson City, MO
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1 MR. HERSCHEND: Ladies and gentlemen, good
2 morning. If you'll put up with me reading for a little bit
3 I want to go over the rules of order for the meeting today
4 to hopefully clarify procedures understanding of what we
5 are doing and how we are going to do it. I call this
6 meeting of the State Board of Education to order and ask
7 that a role call be established to be called to establish
8 quorum.
9 MS. BARBOUR: Mr. Wallace?
10 MR. WALLACE: Present.
11 MS. BARBOUR: Mr. Shields?
12 MR. SHIELDS: Here.
13 MS. BARBOUR: Mr. Still?
14 MR. STILL: Here.
15 MS. BARBOUR: Dr. Martin?
16 DR. MARTIN: Here.
17 MS. BARBOUR: Dr. Lenz?
18 DR. LENZ: Here.
19 MR. HERSCHEND: Quorum having been
20 established, the State Board of Education will hear public
21 testimony regarding the current review of Missouri learning
22 standards as provided under Missouri Revised Statute
23 Section 160.514.4 as amended by House Bill 1490. A
24 transcript will be taken of the testimony. The transcript,
25 as well as any written comments received by the State Board

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1 and will be made available to the public.
2 We will begin by hearing reports from the work
3 groups established by House Bill 1490. Each group has been
4 given three minutes for their report by the chairperson.
5 Pardon me. We will start public comment time, no later
6 than 11:45 to allow for at least an hour of public
7 comments. The work group representatives and order of
8 appearance you might make note of this: Science K-5;
9 Science 6-12; Social Studies K-5; Social Studies 6-12;
10 English Language Art K-5; English Language Art 6-12; Math
11 K-five; Mathematics 6-12. We will now -- so that's where
12 we are right now. So, I would ask the first presenter from
13 Science K-5 to come forward. Please identify yourself for
14 the record and know that the clock is on when you start
15 speaking and I will be rigid in time enforcement, not
16 because I want to be but because there is lot of people who
17 have a lot of things they want to say. So, introduce
18 yourself and your group, please.
19 MS. WALLENMEYER: My name is Ann Wallenmeyer
20 and I'm a part of the Elementary Science work group and I
21 am here today to update you on our progress. We are just
22 now finishing the review and revision of the GLE's. We
23 have increased the rigor and we have compared them with the
24 Next Generation Science Standards. We are hoping to blend
25 the best of the current Missouri GLE's with the Next

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1 Generation Science document. We have chosen the framework
2 as our structure to put the grade level expectation into.
3 Our next steps are to identify which standards will be used
4 for assessment, to consider the vertical alignment with the
5 secondary work group committee, to complete construction of
6 a new alignment document, and also to create tools that
7 will help teachers have availability of reading the
8 documents and using them in the classroom.
9 MR. HERSCHEND: Very good. Record time. Any
10 brief questions from the Board? Thank you very you much.
11 We do appreciate -- let's go over, I'm not going to repeat
12 this every time. All of you have put a lot of work into
13 arriving at today. That does not go unappreciated or
14 unnoticed. You're making a difference. Thank you very
15 much.
16 MS. WALLENMEYER: Thank you.
17 MR. HERSCHEND: Social science 6-12.
18 MS. BENZ: My name is Kimberly Benz. I'm in
19 the Secondary Science workgroup K-12. Our group has met
20 three times since the last hearing. Once in January, once
21 in February, and once in April. We have our next meeting
22 planned for May 16. And we are currently setting our
23 calendar for the summer meetings, in which we plan on
24 having many, many more meetings when we have time off in
25 the summer. During those meetings in the January meeting

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<p>1 we actually we had finalized a survey which was sent out to 2 administrators, parents, and other science specialty groups 3 in order to get some feedback on what is being proposed and 4 that is the NGSS standard. Because our educators are very 5 familiar with what we currently have but some may not be 6 quite as familiar with what is being presented and what we 7 will be presenting in October will be different from of 8 those. This NGSS is one of the standards that has been 9 presented to our state. We are looking at that as one of 10 our resources at least. Our other resources are also South 11 Carolina standards, as well Massachusetts standards. We 12 are taking all of those into account when creating the 13 standards that we present to the Board in October. 14 That survey went on in February. At our 15 February meeting we reviewed the survey data and we 16 actually found that there are some changes that have been 17 recommended even in the NGSS. So we are sorting right now 18 through those recommendations and the survey results. 19 Again, as well as the Massachusetts and South Carolina 20 standards. Also, at our February meeting, we had broken 21 into groups starting to go over the high school Life 22 Science and the high school Physical Science. At our April 23 meeting we continued going through the survey results and 24 made it through the middle school Physical Science and the 25 middle school Life Science. At our May meeting we will</p>	<p>1 Ozark. I am in the Social Studies K-5 work group. We 2 currently have almost all of our -- we have one person that 3 is outstanding as far as the placement, but not all the 4 committee members are active. Currently we have ten who 5 are pretty active in the process. So because of work and 6 other things, are barely active. We are -- we have eight 7 more days planned between now and the end of October and in 8 that process we have five out of seven strands that are at 9 the draft stage. We have the easier ones done. The two 10 that we are working on currently are Government Strand 2 11 and then Strand 1 would be Principles of the Republic. So 12 those are the two left. And then we are trying -- after we 13 get those done, our goal is to make it into an easier 14 document for teachers to manipulate and to understand. For 15 a lot of districts like ours in Southwest Missouri, we do a 16 lot of the curriculum work at the teacher level. We are 17 trying to make a tool that's easier for teachers to 18 manipulate. 19 Something that we could use from you is 20 clarification on what are the next steps when you receive 21 the recommendations? What do you plan to do with those 22 next? It would give us a better understanding we feel of 23 the product that we give you. We were trying to work with 24 our 6-12 colleagues in vertical alignment, and we hope to 25 be done by October. Part of the process of making it</p>
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<p>1 continue through Earth Science and the remaining standards 2 that we have not gone through yet. We also plan on having 3 a new survey go out in August and that will have our 4 recommendations so that we can have feedback from 5 administrators and teachers and parents again before we 6 make our final submission to the Board in October. 7 MR. HERSCHEND: Very good. Thank you very 8 much. One question for you? 9 MR. WALLACE: How many people in your group? 10 MS. BENZ: Well, currently we have nine or ten 11 that are showing up. That was actually one of the things 12 that we wanted to bring to you as well is if we could have 13 a new list of appointees because in some cases we don't 14 know who we're supposed to contact if we don't have 15 everybody there. So I know some spots have changed over 16 the last couple of months and we have received new members 17 in the last two meetings as well, which we do appreciate. 18 MR. HERSCHEND: That will be taken care of. 19 You'll get that. 20 MS. BENZ: Thank you. 21 MR. WALLACE: Can could we ask each group to 22 just tell us if they have got 8, 10, 25. 23 MR. HERSCHEND: Good. Fair comment. Just let 24 us know how many in your group. Dr. Carson. 25 DR. CARSON: Good morning, Craig Carson from</p>	<p>1 teacher-friendly might not be finished but we hope to be 2 done at that time. We have a lot of great people who are 3 on the committee and they have committed a lot of time from 4 work and from their families and so I want to publicly 5 thank you for appreciating that and I, as one of the chair 6 people, appreciate that of the people on our committee. 7 MR. HERSCHEND: Very good. Questions, 8 comments? Commissioner, would you address his follow on 9 questions? 10 MS. VANDEVEN: So our expectation is you'll be 11 bringing the recommendations to the State Board of 12 Education in October. The next step then would be they 13 need to go through a formal review process and that's 14 stated specifically in House Bill 1490. And then we will 15 bring them back to the State Board of Education after that. 16 Anything to add? 17 MR. HERSCHEND: Dr. Carson, thank you very 18 much. Social Studies Grades 6-12. 19 MR. SCHULTZ: Good morning. My name is Brian 20 Schultz. I'm with the 6-12 Social Studies committee. I'm 21 from the wonderful Independence School District. I regret 22 that I wasn't here at the first hearing, but I'm glad to 23 speak to you today about our progress. I feel like our 24 group has made tremendous strides in starting and creating 25 a useable and friendly document that can be used by all</p>

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<p>1 audiences; both parents, stakeholders, the public, as well 2 as teachers as they plan their instruction around those 3 standards.</p> <p>4 I also would like to just thank publicly my 5 work group. We have a very active work group. We only 6 have one appointed member that has not shown up to a 7 meeting. All members are in contact with each other as we 8 plan those and do occasionally have people that have missed 9 because of illnesses or work, but our work has been very 10 active. We have about 12 active members and did receive 11 two now appointments before our last meeting, so that 12 should bring us up to 14 active members and very good 13 representation both from parents and the community, as well 14 as higher ed and from teachers. So I feel like we have a 15 balanced committee.</p> <p>16 Our committee started out our work just by 17 looking at what was the state of our current standard. The 18 direction established by 1490 to review those standards for 19 Social Studies truly really meant that we had the 20 opportunity not to take anything away from the standards, 21 but just to look at them with fresh eyes and say how can we 22 make Social Studies, this call to make our citizens, our 23 youth active engaged citizens. How can we enhance these 24 standards to achieve that goal. So that is really what we 25 look at these standards as and this work as an opportunity</p>	<p>1 three minutes representing hour's and hour's worth of work, 2 that's not easily done. Questions from the Board? Thank 3 you very much. English Language Art K-5.</p> <p>4 MS. SHIPPY: Good morning. My name is Linda 5 Shippy and I represent the K-5 ELA Language Arts standards 6 writers. And unfortunately our current chair, Tonia Potts 7 and our secretary neither one were able to be here today 8 because they are practicing teachers and they are in 9 classrooms with students. So, much like what everyone else 10 has said our standards that we have created our focus is to 11 yes create standards that are developmentally appropriate 12 for students here in Missouri and also a document that will 13 serve our education community at large and also our public. 14 And let's see we have currently our process -- our 15 participation, thank you, thank you so much because we now 16 have a full slate of people that have been assigned to our 17 group. And our last three were stellar people to come in 18 midstream and we really appreciate your diligence to help 19 us out there. We normally have around 12 people that 20 attend at any given time for various reasons. So more 21 regularly than others. Our work group has currently 22 divided into sections around strands. So with those that 23 are in attendance we have divided into teams and we have a 24 reading team, a writing team, a listening and a speaking 25 team, and language team. So we would like to report out to</p>
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<p>1 to really enhance the citizenship of our students. And so 2 as we looked at that we noticed that we had a lot of 3 standards that were very vague. They didn't apply to any 4 specific time or place. And so we have really worked to 5 try to make these standards something that can be applied 6 by a local school districts in a way that is meaningful for 7 their students. We also have looked at the organization 8 and have tried to create a working template that we can 9 organize our standards in that would be more friendly to 10 these audiences that would look at them. And I think 11 that many of our presenters here today have already 12 mentioned that wanting to create a template and 13 organizational structure so that the standards look and are 14 fashionable in the classroom and for our teachers.</p> <p>15 We have looked at a lot of different standards 16 from different states, national organizations. But truly 17 most of our work is done by the teachers, the parents, and 18 the educators in the room as we try to write standards that 19 are clear, specific without becoming a list of things that 20 students should memorize and know, but skills students 21 should be able to apply in Social Studies. And as we have 22 done that, we have worked to apply those standards to 23 different course levels that we have been visiting.</p> <p>24 MR. HERSCHEND: Thank you. You squeezed a lot 25 in. Hard to do. Any of you have tried to get a report in</p>	<p>1 you that currently, and I would say in first draft form, we 2 have 100 percent draft for reading, a 75 percent complete 3 draft for writing, listening and speaking is at 100 4 percent, and language is 100 percent. So we are ready to 5 move forward with our plan, which is Section 4 on our form 6 here.</p> <p>7 So our tentative next steps we would like to 8 report to you that we would like to first finish all of the 9 drafts in first draft form. And we were hoping to finish 10 that in April, but didn't get that done. So we'll go back 11 and try to finish that. And the second piece we need to 12 revise, edit, and align our own documents, our vertical and 13 horizontal alignment. Then we want to get -- meet with the 14 6-12 group to do like/kind process so that we can give you 15 the best seamless K-12 progression. The only thing that we 16 have that we need your help with is today K-12 has only had 17 one short collaborative meeting and subsequent efforts to 18 meet with the 6-12 work group to plan and pace a cohesive 19 K-12 completion, including formatting and alignment have 20 been unsuccessful to this point.</p> <p>21 MR. HERSCHEND: Questions from the Board? We 22 can help you with that. Much of that work has to be done 23 at your level. It is really, really important. It is 24 important for the groups to get together and this 25 department will help you in any way possible.</p>

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1 MS. SHIPPY: Thank you.
 2 MR. HERSCHEID: And then 6-12.
 3 MS. SKEETERS: Good morning, my name is Keri
 4 Skeeters. I am the work chair for the 6-12 ELA work group.
 5 Pardon me as I use my crib notes to share with you where we
 6 are. Prior to the last hearing in October our committee
 7 had completed the following: we have identified the English
 8 language art skills we thought Missouri High School
 9 graduates need to be in college, career, or in civic
 10 settings. We researched and evaluated several different
 11 sets of existing English Language Art standards within
 12 Missouri and outside Missouri. And we used the Show-Me
 13 standards to craft strands and clusters by which to
 14 organize overarching increment standards that would be
 15 common basis for vertically aligned learning objectives
 16 across 6-12, for 6th-12th grades. Since October, despite
 17 numerous setbacks, we have managed to develop drafts of
 18 standards for reading literary texts, reading informational
 19 texts, and have begun our draft for the speaking and
 20 listening standard. Throughout the process of drafting
 21 each grades specific learning progressions, we have and
 22 continued to reference sets of ELA standards including the
 23 Missouri GLE's, the current Missouri Learning Standard, the
 24 2001 Massachusetts Standards, 2008 South Carolina
 25 Standards, the 2013 Sandra Stotsky Standards to help us

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1 craft objectives and progressions that are rigorous,
 2 relevant, and unambiguous.
 3 While we complete the initial drafts for our
 4 work, we elicit feedback from Missouri educators, parents,
 5 and students by which to help us refine and polish the
 6 standards that our committee will present to the State
 7 Board in October. The conversations that we have engaged
 8 in have been rich and awesome. While crafting the
 9 standards we question what we really want for our students,
 10 and we ask ourselves how what we are expecting of students
 11 will transfer to other content areas, as well as to real
 12 life beyond education. We believe that we are creating
 13 standards that are worthy of the students of the state of
 14 Missouri. Unfortunately though, we continue to face
 15 obstacles in this work. Our most recent obstacle is the
 16 decision of a few members to separate themselves from the
 17 larger group, with the intent to work on a set of 6-23
 18 standards and to submit separate reports. The situation
 19 causes the remaining members a great deal of concern.
 20 Within the law there is no provision for such a split.
 21 Because of this we are concerned of the work that is being
 22 done now by two separate groups, will not be acknowledged
 23 by the Board upon final submission. We have several people
 24 who are repeatedly giving their time and talent to this
 25 endeavor and are concerned that the work accomplished will

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1 be for nothing.
 2 The 6-12 ELA group will continue to develop
 3 the best possible standards for the students of Missouri
 4 despite the continued obstacles that we face.
 5 MR. HERSCHEID: Thank you.
 6 MR. JONES: How many people are participating?
 7 MS. SKEETERS: We have 18 appointed members.
 8 MR. JONES: How many active?
 9 MS. SKEETERS: Um, well that's what I'm
 10 saying. I think we have probably nine to ten that are
 11 attending the meetings that I am at routinely.
 12 MR. HERSCHEID: And the other group?
 13 MS. SKEETERS: I have not received
 14 communication from the other group.
 15 MR. HERSCHEID: We will do one report, that
 16 will be your report. This board will be open to any other
 17 comment when the comment section immediately following in
 18 another 10 minutes or so. We have one group, we don't have
 19 ten English Language. Just as we have one group on Social
 20 Science and that's the way the law reads, that's the way
 21 this board will receive. Clearly understand our employment
 22 is not high depth and eight pre-committees and we will hear
 23 from others. That's what the public comment section is
 24 for, but we have your group to provide the recommended
 25 standards for ELA 6-12.

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1 MS. SKEETERS: I appreciate that and my group
 2 will certainly appreciate hearing that. Thank you.
 3 MR. HERSCHEID: Thank you. And then Math K-5.
 4 MS. COLLINS: Good morning. I'm Myra Collins
 5 and I'm with the K-5 Math. We have 12 regular attendees
 6 that are pretty good about getting there each time. We
 7 have two appointed that have not attended any of our
 8 meetings, and two that are awaiting appointment. As a K-5
 9 group, we have had a lot of difficulty meeting partly
 10 because these are teachers -- many of them are teachers in
 11 their classroom and it's hard for elementary teachers to
 12 get away from the classroom. So, we have had some meetings
 13 set up that people then had to back out of at the last
 14 minute. So we haven't really had a meeting since January.
 15 We do have eight meetings setup in June, however. We have
 16 finished the first grade math work, but it took two
 17 different meeting days. Partly that was because we spent a
 18 lot of time making sure things were aligned, that everyone
 19 had the same understanding of what the standard we were
 20 writing meant. We did comparisons with Massachusetts,
 21 California, South Carolina, Georgia, the GLE's that we had,
 22 the Missouri Learning Standard, and the Show-Me standards
 23 to make sure that we provided the best possible standards
 24 for Missouri's children. We want things to be
 25 developmentally appropriate so much of our discussion

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<p>1 centers around that. For the none-educators in the group, 2 that's kind of difficult because what's easy for them is 3 very hard for a kindergartner or first grader, for 4 instance. We are going to be starting the first grade the 5 next time we meet and I'm hoping it's going to go a little 6 faster, but again, the discussion is so critical to the 7 process that we have taken the time to make sure that 8 questions are answered and that everything is clarified 9 before we move on. I think one of the big questions that 10 we have had is how is this document going to look? Do we 11 have a form that we are going to use to submit? Are we 12 going to with the high school math? How is that going to 13 come together and is it the committee's responsibility to 14 do that organization, or what's going to happen with that? 15 So that was one of the big questions that we had. 16 Otherwise thank you for the time that we have had to work 17 on these and discuss these standards and it's been a 18 valuable learning experience. 19 MR. HERSCEND: Thank you very much. I just 20 checked with the Commissioner and the answer to your form 21 question is open-ended. You put it together in the form 22 that best sense to your committee that best expresses those 23 standards with some specificity, obviously. That's the 24 objective. 25 MS. COLLINS: Okay.</p>	<p>1 a template that is coherent for teachers across grade 2 levels and content areas and I think you have had heard 3 that expressed by other groups. 4 We will -- after reviewing what we hope to get 5 as input, our goal is to reach consensus by the end of 6 September so we can bring a draft document to you. We are 7 concerned also about collaboration with K-5 mathematics 8 because we too want our standards to be aligned and 9 coherent across the grade level. We are also concerned 10 about alignment with the other content areas because we do 11 want for educators what's the very best that they can use 12 in their classroom. Their time is so valuable. It has 13 already been stated that we question what are the next 14 steps and how this will roll out to educators. Thank you 15 for your time. 16 MR. HERSCEND: Thank you very much. 17 Questions or comments from the Board? Hearing none, very 18 well. We then move to open comments. Housekeeping, there 19 is going to be a lot of comments. I think the line should 20 go out the door and up the hall should it not? So we start 21 and go out there, otherwise nobody will be able to see. 22 So, line up and that's open order. 23 MS. VANDEVEN: These are all the presenters. 24 MR. HERSCEND: And then let me read the order 25 of worship. We will now open the hearing for public</p>
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<p>1 MR. HERSCEND: But we don't have a form to 2 fill out. 3 MS. COLLINS: Okay. Thank you. 4 MR. HERSCEND: Questions from the board? 5 Very good, thank you very you much. And then Math 6-12. 6 Final report. 7 MS. BANGERTER: Good morning. I am Margaret 8 Bangerter. Members of the Board, the Department, and 9 audience members; we continue to work towards the goal of 10 recommending a set of standards that is best for all of 11 Missouri students. Sixteen of the 17 positions are filled 12 on our committee, regularly at least 12. We have always 13 had at least 12 in attendance, most often 14 or 15. We 14 have continued to have monthly meetings since I last met 15 with you in October. And we have monthly meetings planned 16 through September. We have continued to review documents 17 of standards from others states, which include Minnesota, 18 Georgia, and South Carolina. Our 6-12 committee broke into 19 four subgroups: one representing 6-12, or 6-8 mathematics; 20 Algebra I; Geometry; and Algebra II. We are working 21 towards an electronic platform so that we could put our 22 first draft of documents online to gather input. We hope 23 to have that ready for early June. We know that's hard to 24 contact educators, as well as the public at that time, but 25 we will do the best we can. We are concerned about having</p>	<p>1 comments. Anyone wishing to provide -- that's what it is. 2 Anyone wishing to provide testimony should have filled out 3 a witness form and line up at the presenter's table and the 4 folks will guide you where to line up. If you did not get 5 a witness form and you still want one, please raise your 6 hand and a staff member will get you a form. You may form 7 a line behind the table and be called in that order. As 8 with the work groups, each person will be given three 9 minutes to speak. Anyone who does not get a chance to 10 speak during the time we have provided, may provide written 11 testimony here or e-mail the testimony to 12 1490comments@dese.mo.gov. If you didn't catch that, then 13 we will provide it to you. The secretary can give that to 14 you. So, as we did previously, please state your name and 15 any group you are representing. We will thank you for your 16 testimony and then the next witness will come forward. I'm 17 going to say one other comment from the chair on behalf of 18 the Board, for each of you who represent the work groups, I 19 stated it at the openings and on behalf of -- well, really 20 on behalf of millions of kids in this state, but certainly 21 on behalf of the State Board of Education, we appreciate 22 the hours of work that you have given and will continue to 23 give to make this work. That is a major effort on your 24 part. So, with that we go to open comments. 25 DENNIS GOLDMAN:</p>

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<p style="text-align: right;">Page 21</p> <p>1 MS. LAUNIUS: Good morning, President 2 Herschend and Commissioner Vandeven and members of the 3 Board. My name is Carrie Launius, President of Science 4 Teachers of Missouri. I am with Mike Slotsky, Ann 5 Wallenmeyer, James Puckett, Linda Lacey, board members and 6 our executive team. Science Teachers of Missouri or STOM 7 has a growing membership of over 1,100 science educators 8 from 227 rural, suburban, and urban public school districts 9 across Missouri, twenty-nine colleges and universities, and 10 15 private and parochial schools. STOM promotes science 11 standards for all students. These standards must be 12 rigorous, researched-based, facilitate college and career 13 readiness, and foster the three-dimensions of science 14 learning. These dimensions are: scientific and engineering 15 practices, cross-cutting concepts that unify the study of 16 science and engineering through their common application 17 across fields, core ideas with four disciplinary domains; 18 physical, life, earth and space and engineering technology 19 and application of science. 20 Today, STOM is presenting a packet of 21 information including key points of STOM's expectations for 22 the adoption and implementation of standards that reflect 23 the vision of framework for K-12 science. A handout that 24 illustrates the shift from traditional science education to 25 one that requires students use, apply, and critically think</p>	<p style="text-align: right;">Page 23</p> <p>1 division of frameworks of K-12 science. The standard 2 should serve as a foundation for the work groups as they 3 review and revise Missouri learning standards. Some 4 requested approval of standards presented in October 2015 5 aligned with and support a vision of a framework for K-12 6 science education. Thank you for the opportunity to speak 7 in support of science education for all Missouri students. 8 MR. HERSCHEID: Thank you. Good job that was 9 fast. Questions? Thank you very much. 10 MS. BYRNE: My name is Dr. Mary Byrne and I'm 11 here to represent myself after review of the ESEA 12 flexibility waiver application. I speak because despite 13 the substantial bipartisan support for HP1490 in the 14 legislature, and a clear explanation from the bill sponsors 15 that the intent of the bill was to develop Missouri's own 16 academic standard and public domain. Members of the 17 English Language, Arts, Mathematics and Science work groups 18 insist on incorporating privately copyrighted standards 19 into Missouri's learning standards. In doing so, the 20 people of Missouri have been stripped of effective 21 political power while the academic learning standards used 22 in Missouri's public education system rests in the private 23 hands that Missouri, as an individual state, cannot 24 control. The danger of the State Board of Education's 25 adoption of common core standards, the work group members</p>
<p style="text-align: right;">Page 22</p> <p>1 about scientific and engineering and scientific specific 2 skills, content knowledge, expertise, and literacy. A 3 letter of support from STEM pack with signatures from 15 4 major Missouri industries. 5 STOM recognizes that Missouri existing science 6 learning standard are based on research on science and 7 science education precedes 1996. A framework for K-12 8 science is a vision for science in engineering standards. 9 It reflects the most recent body of research on teaching 10 and learning in science, as well as nearly two decades of 11 advancements in knowledge and skill for science and 12 engineering. The vision of the framework includes first, a 13 focus on deeper understanding and application of science 14 content reflected real world connections. Next, learning 15 progressions for science and engineering that builds across 16 all grade levels starting at kindergarten. Also, science 17 and engineering practices core ideas and cross-cutting 18 concepts that are integrated through three-dimensional 19 learning. Finally, an emphasis on college and 20 career readiness skills for all students. 21 The best current example of science and 22 perfecting standards are addressed in the above goals of 23 the next generation of science standards. These standards 24 were developed with input from all states, including 25 Missouri. The document aligns with and supports the</p>	<p style="text-align: right;">Page 24</p> <p>1 who resistance to remove copyrighted standards, and the 2 State Board's intimation of the EXEA flexibility waiver 3 application, it could adopt Missouri standard that are 4 incorporate common core are several. First, the adoption 5 of those common core standards in the State Board as agreed 6 to the disclaimer and limitation of liability of the 7 copyright holders. It specifically states license waives 8 the right to seek legal redress against and releases from 9 all liability and covenants not to sue MGA Center and CCSO. 10 Do you operate your businesses that way? Would you buy a 11 house sight unseen without the possibility of redress on the 12 seller when the problems were identified? Do you sign 13 contracts for a product without having any evidence of it's 14 effectiveness and hold harmless the manufacturer? Michael 15 Cohen, Bill Gates of the Microsoft Foundation, the private 16 finances of the Common Core state standard for which would 17 both admit there is no evidence that Common Core initiative 18 will work. Jim Manzi, CEO of Applied Predictive 19 Technologies reported of a 1,000 studies on business 20 interventions conducting by Microsoft. There was a 90 21 percent failure rate. Microsoft operators in the US 22 Department of Education and the College Board are leading 23 the country to fundamentally transform its education system 24 when there is no proof the Common Core initiative is better 25 than the status quo. Should Missouri's children be gambled</p>

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<p style="text-align: right;">Page 25</p> <p>1 away on a social experiment? Second, the State Board made 2 tax payers vulnerable to unknown costs when it signed for a 3 nonexclusive rule, the free license to copy, publish, and 4 distribute those standards. There is no statement in there 5 that says this royalty free is permanent. Also copyrights 6 can be sold. That makes Missouri and any other state that 7 adopted these copyrighted standards vulnerable. Two, the 8 business decisions of the non-governmental organizations 9 that hold that copyright and we don't have a word to say 10 about it.</p> <p>11 So, with 1490, the Board has the final 12 authority to approve those recommended revisions to the 13 academic standards, but the Missouri Constitution 14 guarantees that the people of this state have the final 15 authority over any internal agency. Should the board 16 continue to make Missourians vulnerable to the dangers of 17 incorporating copyrighted standards in Missouri education 18 system, expect the people of Missouri to exercise their 19 constitutional rights to protect themselves.</p> <p>20 MR. HERSCHEID: Thank you, Dr. Martin. 21 Questions? Good morning.</p> <p>22 MS. NOBLE: My name is Jill Noble and I am 23 here to address you today on behalf of the appointed 24 members of the 6-12 English Language Arts work group. I 25 was appointed to this work group by Lieutenant Governor</p>	<p style="text-align: right;">Page 27</p> <p>1 the Governor's office pertaining specifically to the work 2 of our group. Yet five of the group members were not privy 3 to these e-mails. We when asked DESE for these e-mails by 4 way of freedom of information request, we were told it 5 would cost us over \$5,000.00 to retrieve them. There is 6 evidence that there is no transparency in this process. We 7 learned that one of our members was officially removed from 8 the group by the Speaker of the House. This member refused 9 to leave persisting and attending the scheduled meetings 10 and offering input. We learned the new Speaker of House 11 had appointed a replacement for the member who had been 12 previously removed, this new member was rejected by members 13 of our group. She was not allowed to spoke. She was not 14 allowed to vote. When she provided copies of her letter of 15 appointment to the group, she was told that only a Missouri 16 court could make that decision. Furthermore, the group 17 member stated that they flatly refused to recognize the 18 Speaker's authority. The majority group refused to allow 19 national experts to address the group in the fall of 2015, 20 which is expressly stated in the bill. During the business 21 of writing the standards, it became very apparent that our 22 group was heavily stacked with pro Common Core advocates. 23 This biased continued to diminish the quality of work 24 product as those of us who were there to uphold HB1490 were 25 not agreeable with the pro-Common Core members and simply</p>
<p style="text-align: right;">Page 26</p> <p>1 Kinder. There are 14 members in our group, three positions 2 are still vacant. We are very grateful for the privilege 3 to serve the state of Missouri as volunteers of this great 4 work of writing excellent standards for our children and 5 schools. We take our work seriously knowing that it will 6 make many for many years. We begin our work with the hope 7 and expectation that the work group would be upholding the 8 intension of House Bill 1490. The very law that called for 9 the creation of these said groups. With that, I would like 10 to make this Board aware of some of the obstacles that we 11 have encountered in our work group and inference to the 12 setbacks that Carrie Skeeters referred to previously.</p> <p>13 The process that was established for these 14 work groups was to include collaboration and collegiality 15 among the members as we research sources, inquiry of lead 16 and national expert and wrote standards. Much to our 17 surprise we learn that some of us were being left out of 18 this very process. How, you may ask. We ask continually 19 to meet or setup meetings with K-5 group, but we were 20 continually denied. That was the very first thing we said 21 on the very first meeting, the very first hour, the very 22 first minute. We learned through a foyer request that over 23 6,000 e-mails had been exchanged between the Department of 24 Elementary and Secondary Education, facilitators, work 25 group members, and other professional organizations, and</p>	<p style="text-align: right;">Page 28</p> <p>1 re-branding the standards. It was not an easy decision, 2 but when the majority of our group decided not to follow 3 the spirit and intent of 1490 when they decided not to 4 honor the Speaker's authority in making a new appointment 5 and we learned that communication had been taking place 6 between entities of the group, five of us were not 7 included. In response, one of the members said, 8 "Democratic rule is not mob rule." To which I respond, 9 "One of founding fathers, third president of the United 10 States says to the contrary. Democracy is nothing more 11 than mob rule where 51 percent of the people may take away 12 the rights of the other 49."</p> <p>13 MR. HERSCHEID: Thank you. Questions or 14 comments? Thank you very much.</p> <p>15 MS. BECKER: Hello, my name is Toni Becker. I 16 am from Warrensburg and I have got two teenage boys in the 17 public school system. The bottom line for me, I'm here to 18 speak for Missouri moms and dads who do not want Common 19 Core Math, ELA, NGSS, which is Common Core initiative 20 aligned or any at all that is Common Core initiative 21 aligned. The CCSS initiative that you wrote into our state 22 was never just about the standards, was it? It's a 23 punishing initiative that includes standards, assessments, 24 data collection, and curriculum aligned to the tests. 25 Massive amounts of personally identifiable data are being</p>

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1 extracted from our children and being stored in their
 2 federal file. This private information is unprotected
 3 since President Obama gutted FERPA by Executive Order No.
 4 12866. The data being used to track and sort our children
 5 throughout their lives and outside contractors have easy
 6 access to personally identifiable information on our
 7 children and our families. Ordering to the ESA waiver that
 8 you signed, teacher's jobs and schools accreditation will
 9 be tied to these unconstitutional assessments that we have
 10 been told our kids in school will fail for three to five
 11 years. And then it is my belief that we will move onto
 12 charter expansion, eradication of local governing boards
 13 and local control where citizens still foot the bill but
 14 have absolutely no say.

15 You are an unelected body and it is my opinion
 16 that you have too much power. I don't understand why the
 17 General Assembly doesn't do its job and set limits to the
 18 power that you possess. It is obvious you do the will of
 19 the Federal DOE and not the will of the citizens of this
 20 state and our state is reeling from your many user patience
 21 of our state sovereignty. The citizens want the entire
 22 Common Core initiative and all that goes with it gone from
 23 the state. That was our expressed will for HB1490, but our
 24 legislators turned it into these work groups. Other states
 25 have played this very game and ended up with Common Core by

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1 another name. This is where Missouri is heading in my
 2 opinion because you're not listening to us, nor are you
 3 accountable to the people. You brought us the initiative
 4 and I believe it is your intent to further the initiative
 5 come October and our children deserve better than Common
 6 Core and we can do better for our children.

7 MR. HERSCHEND: Thank you very much.

8 DR. RAY: Good morning. My name did Dr. Stacy
 9 Ray and I'm here to represent the Social Studies and
 10 History Regional Consortium, also known as SHARC. As a
 11 group of educators from the St. Louis area working with
 12 students in the areas of History, Geography, Civics
 13 Government, and the Social Sciences. As many of the
 14 educator groups have expressed or will express, we too
 15 are concerned about the implementation of standards
 16 developed by the work groups set forth in House Bill 1490.
 17 Social Studies educators are in a unique position because
 18 our content areas change and grow with each passing day.
 19 Every human interaction that has ever occurred falls into
 20 the social studies domain. It is this vast amount of
 21 content that has led us to become concerned with the
 22 process of writing new standards. Perspectives about what
 23 content should be included becomes limited due to small
 24 work groups and even smaller number of social studies
 25 educators wading through three thousand years of history,

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1 government, and human interactions. Our largest concern is
 2 the timeframe that calls for the implementation of these
 3 standards. With four new sets of standards, the districts
 4 will have to prioritize their resources. With each content
 5 area vying for professional time and monies, it will be the
 6 assessed areas that recessed areas that received the most
 7 resources. Currently, Social Studies is only assessed by
 8 the State in one grade level, in high school. If the
 9 current assessment schedule stands for each grade level,
 10 the new Social Studies standard will become an
 11 afterthought, especially K-8. This will not be the fault
 12 of the teachers or the districts, it's just common sense.
 13 If students are going to be assessed in Math, ELA and
 14 Science, logic dictates is that those areas where teachers
 15 and recourses will be focused.

16 Please understand we do not oppose new
 17 standards. We truly applaud the idea of new standards.
 18 The current Social Studies standards were written over a
 19 decade ago with only one revision. The current standard
 20 focus on memorization and facts. We desire standards that
 21 engage students and help to explain the world in which we
 22 live. Our concern is the process by which these standards
 23 are being created and implementation of these new
 24 standards. There is not one topic in Social Studies that
 25 does not build upon other topics. Every decision that has

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1 ever been made is an example of cause and effect. It is
 2 imperative that the new standards create a cohesive
 3 vertical alignment throughout all grade levels. Social
 4 Studies cannot be divided into two pieces; elementary and
 5 secondary. All levels must build upon the principles,
 6 ideals and skills previously learned. With two groups
 7 working independently, the standards can become disjointed
 8 and misaligned. We want a cohesive alignment in all
 9 subject areas. And we are concerned the current process of
 10 two independent groups will lead to misinterpretation and
 11 varied expectations of the new standards. With only a year
 12 to review and interpret the new standards in four content
 13 areas, we are concerned that assessments will place an
 14 insurmountable burden on the districts. As I said before,
 15 we do not object to new standards. We just ask for the
 16 proper time and process to implement these standards.
 17 Thank you.

18 MR. HERSCHEND: Thank you. One question.

19 MR. STILLL: So the National Common Core
 20 Standards in Social Studies, do you have a problem with
 21 those are do you think they are okay?

22 DR. RAY: The Common Core Standards in Social
 23 Studies are actually ELA standards that Social Studies can
 24 support the non-fiction piece. What our national standards
 25 are called the C3 and we do not have a problem with those

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1 standards. Like I said, we are excited about new
 2 standards. We just would really like to look at the
 3 process and the time implementation of new standards.
 4 MR. HERSCHEND: Thank you very much.
 5 MR. BECKETT: Thank you. My name is John
 6 Beckett. Do you need an address or any of that? I'm here
 7 as a parent, former school board member, six years, decided
 8 not to run again. One reason is because of why you guys
 9 are sitting here also. It seems to me over the last decade
 10 or two all of these boards have been hijacked. Hijacked by
 11 educrats<sic> that put you in positions to do the will of
 12 the educrats. I watched it at the local level. I have
 13 watched it with House Bill 1490. There are predetermined
 14 outcomes that they are wanting you guys to do. And what I
 15 am here asking you to do is open your eyes to see the will
 16 of the people of Missouri and what they want and not some
 17 predetermined outcome that DESE wants. I was -- first time
 18 I have been in this building -- appalled at the size and
 19 how many people actually work here. It's unbelievable.
 20 When we have our local boards of education to make these
 21 decisions, but all I heard at the local level was I have my
 22 hands tied by DESE. I have my hands tied by the State
 23 Board of Ed. Guys, time to wake up. Do what's right for
 24 the kids of Missouri and not listen to the educrats. You
 25 guys are smart people or you wouldn't be here. Waive

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1 through this whole mess of Common Core. We went there with
 2 it with No Child Left Behind. It was a disaster. It came
 3 from the Feds. Again, here we go again Common Core coming
 4 from the federal government. I know everybody says it was
 5 state led, that's been disproven so many times. Just like
 6 the last lady said the history standards are embedded in
 7 ELA. It was nice to hear that out of someone who what was
 8 an educator obviously. You know, there wasn't supposed to
 9 be any of those, you know, in Common Core but guess what,
 10 they are embedded. So, guys, I just ask that you as a
 11 state board take a hard deep look into yourselves and maybe
 12 stop listening to those educrats out there. Thank you.
 13 MR. HERSCHEND: Thank you, sir.
 14 MR. JONES: Relative to the presumption of
 15 this question is that this is a single country made up of a
 16 whole lot of different people. And the question is if
 17 there ought to be some objective to education, whatever
 18 that is. I'm not stipulating what it is for the purpose of
 19 this question. How do you establish for a country, you
 20 know, what all children need to know, no matter what the
 21 vehicle is for teaching them that, you could do a whole lot
 22 different ways.
 23 MR. BECKETT: Your question seems to be set
 24 around us being a democratic society instead of us being a
 25 republic. And I think that's where education may have went

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1 wrong, maybe even in yours, that we are separate 50
 2 different republics. That education should be handled
 3 right here at the state level without federal involvement.
 4 MR. JONES: I went to school and I did take
 5 that part of history.
 6 MR. BECKETT: Sure. But your premise of the
 7 question was nationally.
 8 MR. JONES: And I would argue that War of
 9 Northern Aggression settle the issue about whether you are
 10 50 different states or one national government. Now, the
 11 fact that we have got a federalized system of government is
 12 totally different than the issue of 50 sovereign states.
 13 So, that got resolved in 1864. So, my question is given
 14 the fact that we have done that and moved on, how do you
 15 create in a inclusive way, so everybody is generally
 16 speaking okay with it, how do you create an educational
 17 system that ensures that all these children, no matter
 18 where they come from, have the ability to know what they
 19 need to know to be productive human beings in the 21st
 20 century whatever that means?
 21 MR. BECKETT: That's where you and I would
 22 completely disagree. Sounds like you are more of a
 23 globalist and I am of a localist and I think it should be
 24 done -- your education should come from the local level.
 25 MR. JONES: Okay. We disagree.

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1 MR. BECKETT: Sure.
 2 MR. HERSCHEND: Thank you.
 3 MR. BECKETT: Thank you.
 4 MS. ALLEN: Hi, my name is Jennifer Allen and
 5 I'm a co-leader of St. Louis Area Curriculum Coordinators
 6 Association. I want to thank all the workers who are here
 7 working on our standards. SLACCA is an organization that
 8 represents the curriculum coordinators and assistant
 9 superintendents of curriculum instruction for the greater
 10 St. Louis area. We represent 62 districts, 8 counties. We
 11 provide instructional services to over 300,000 students,
 12 which represents a third of the students in the state of
 13 Missouri. We have been monitoring the standards writing
 14 process legislated by House Bill 1490. We have significant
 15 concerns with the process. We need clear directions for
 16 our teachers and for our students. The issue with the
 17 Missouri Learning Standards stems from a misunderstanding
 18 of standards and curriculum. The State Board of Education
 19 establishes performance standards. At the district level
 20 we develop curriculum aligned to the standards that are
 21 appropriate to our district. Parents are involved in the
 22 curriculum writing and the material selection at the local
 23 district level. Each school districts elected board of
 24 education gives final approval to the district's
 25 curriculum.

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<p>1 The standards writing work groups are composed</p> <p>2 of both educators and parents. However, they will weigh</p> <p>3 heavily on non-educator standards which guide our students</p> <p>4 learning. It's critical that Missouri's students are able</p> <p>5 to compete on a national level and our college and career</p> <p>6 ready. The process is currently designed and implemented</p> <p>7 all but ensures that standards will be decided by partisan</p> <p>8 politics without input from educators or a focus on</p> <p>9 students. Would anyone without a medical degree dare to</p> <p>10 establish medical treatment? Attending school does not</p> <p>11 qualify non-educators to write educational standards.</p> <p>12 Standards are being written by individuals without</p> <p>13 education or content knowledge and quite frankly our</p> <p>14 children deserve better. One significant concern is the</p> <p>15 expectation for implementing new standards in such is a</p> <p>16 short timeframe. House Bill 1490 will have new standards</p> <p>17 updated by October 15, 2015 with new assessments in '16 and</p> <p>18 '17. This timeline was developed without the consultation</p> <p>19 of educators. It is not only unrealistic, but will also</p> <p>20 create a hardship for teachers writing to appropriately</p> <p>21 prepare students for success. Districts need to be able</p> <p>22 provide professional development for teachers and</p> <p>23 administrators on the standards. Few districts have</p> <p>24 curriculum specialist for all four content areas and</p> <p>25 elementary teachers will be doing four curriculum areas in</p>	<p>1 MR. WALLACE: I hope you shared that with the</p> <p>2 legislative committee a year ago when they were doing this</p> <p>3 bill?</p> <p>4 MS. ALLEN: Yes, sir. We intend to take our</p> <p>5 statement also and make sure all the legislatures have it</p> <p>6 as well. Unfortunately, there seems to be a difficulty</p> <p>7 getting legislators to understand that educators really do</p> <p>8 know what we are talking about.</p> <p>9 MR. ERWIN: Good afternoon. My name is Doug</p> <p>10 Erwin. I'm a Fine Arts educator in Ferguson/Florissant,</p> <p>11 but I am here as chair of the Fine Arts Regional Consortium</p> <p>12 or FARC. FARC -- yeah, I know -- FARC is a professional</p> <p>13 organization made up of teachers, leaders, professional</p> <p>14 artists, and arts organizations engaged in fine arts</p> <p>15 education in St. Louis and in the surrounding counties. We</p> <p>16 represent 62 school districts and 14 professional arts</p> <p>17 organization, including the St. Louis Symphony and the Art</p> <p>18 Museum. Over 60 percent of all Missouri educators teach in</p> <p>19 an untested or non-core area. This includes Health and PE,</p> <p>20 Career and Technical Education, Practical Arts, and World</p> <p>21 Languages. FARC is here speaking on behalf of those</p> <p>22 teachers. As teachers of non-tested contest areas, we have</p> <p>23 significant concerns about the process and timeline for the</p> <p>24 implementation for the Missouri Learning Standards and the</p> <p>25 work groups that were established by House Bill 1490. We</p>
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<p>1 one year. Districts typically provide curriculum</p> <p>2 development over a rotation. Effectively revising four</p> <p>3 curriculum areas in one year is not possible, even for the</p> <p>4 most resourced district. Third, teachers and students need</p> <p>5 standards which are aligned K-12. Having standards written</p> <p>6 K-5, 6-12 will not be good for our students. The high</p> <p>7 school science and physics are not even represented in the</p> <p>8 K-12 work group. 1409 also has implications with the Fine</p> <p>9 Arts areas and we have concerns with that as well.</p> <p>10 The assessments aligned with the new standards</p> <p>11 make up 50 percent of the annual performance report. Prior</p> <p>12 1490 we had a clear direction from the state of Missouri to</p> <p>13 provide the direction to where our standards and</p> <p>14 accountability and assessments were going. With the</p> <p>15 revision of 1490, we no longer have that available. The</p> <p>16 State Board of Education is responsible for defining our</p> <p>17 standards and our assessment requirements for public</p> <p>18 schools. You are also allowed to accredit local school</p> <p>19 districts. We appreciate your leadership in those areas</p> <p>20 and we hope that you will continue to work for the students</p> <p>21 in the state of Missouri. Thank you.</p> <p>22 MR. HERSCHEND: Thank you, very much.</p> <p>23 MR. WALLACE: I'm hearing from you to do this</p> <p>24 on the time schedule set forth is impossible?</p> <p>25 MS. ALLEN: Yes, sir.</p>	<p>1 are hopeful that adjustments can be made in order to lead</p> <p>2 to some processes that will lead to high standards for all</p> <p>3 Missouri students. In addition to the concerns that you</p> <p>4 have already heard, which we share as educators of elected</p> <p>5 areas, we would like to share with you a practical concern.</p> <p>6 Recently there was a revision made to the National</p> <p>7 Standards for Fine Arts, which we now have National Art</p> <p>8 Standards. Our current Missouri GLE's were based on the</p> <p>9 1996 Kennedy Center Standards for the Arts. However, as</p> <p>10 House Bill 1490 is written, in order for us to look at</p> <p>11 adopting any part of those national standards, we would</p> <p>12 require separate work groups in the following: vocal music,</p> <p>13 general music, instrumental music separated from band and</p> <p>14 string, music technology, media arts, acting, technical</p> <p>15 theater, dance, and visual art. This would require over</p> <p>16 350 people working in order to revise a fine arts</p> <p>17 curriculum. The same skills that are required in fine arts</p> <p>18 occur on a spiral discipline. We use the same skills</p> <p>19 revised of the more sophisticated level as mastery is</p> <p>20 achieved. However, because the standards have not been</p> <p>21 revised since 1996, we are lacking 21st century skills.</p> <p>22 We are looking for your leadership to do the</p> <p>23 following: allow adequate time for the development of high</p> <p>24 quality standards; approve the standards which would rely</p> <p>25 on K-12 and allow Missouri students to compete nationally</p>

<p style="text-align: right;">Page 41</p> <p>1 for college seats and career opportunities; phases in the 2 new standard so that districts can provide the professional 3 development and curriculum writing attention that students 4 and teachers deserve; phase in the new assessment so 5 districts can adjust their curriculum, train teachers and 6 educate students and parents in preparation for the new 7 assessment; provide a method for school districts to show 8 improvement on their APR, the Annual Performance Report, 9 for student achievement during the time of grade change and 10 to ensure adequate input from educators with expertise in 11 all content areas. We urge you to consider these 12 substantive revisions to Missouri House Bill 1490 in order 13 to ensure the success of all of our students. Thank you. 14 MR. HERSCHEID: Thank you, sir. Maynard. 15 MR. WALLACE: Did I understand you that 60 16 percent of our teachers do not teach in the areas that our 17 standards -- 18 A 19 MR. ERWIN: If you look across the board, we 20 are talking about guidance counselors, teachers of health, 21 PE, World Languages, Fine Arts, career and technical 22 education, Practical Arts; 60 percent of all teachers. 23 MR. WALLACE: I just wanted to confirm that I 24 heard you had correctly. Now, the question I wanted to ask 25 are you hearing any discussion of schools cutting back in</p>	<p style="text-align: right;">Page 43</p> <p>1 the values and priorities of Missouri communities . The 2 work groups are publicized as opportunities for parent and 3 educators from around the state to review, revise, develop, 4 and adjust the standards and ensure they are right for 5 Missouri. We find this to be a reasonable endeavor. 6 However, due to the political nature of the appointments, 7 the timeline specified in the bill, and explicit distress 8 of DESE as the convening body for the work groups, what has 9 developed are confrontational and at times dysfunctional 10 groups that are negotiating in bad faith without 11 establishing common priorities, protocols, or framework. 12 The work groups have been established by 13 political appointment and include many people who have 14 arrived with strong personal agendas. Some people 15 understood the process as a review of standards with the 16 expectation that the work groups would revise the current 17 standard. Others came explicitly opposing the Common Core 18 Standards. Some members have been coordinating outside of 19 the work groups and strategizing about how to influence the 20 process. The work groups have no formal procedure, 21 protocol, or framework to follow. Many of the work group 22 members have no experience working with standards and have 23 not been exposed to the content of the actual Missouri 24 Learning Standards. 25 Without an explicit process, the groups have</p>
<p style="text-align: right;">Page 42</p> <p>1 those areas, or? 2 MR. ERWIN: Absolutely. 3 MR. WALLACE: With the concerns and the 4 revisions that occurred under M6 Cycle 5, especially at the 5 elementary level because it is now a best practice in order 6 to offer music, art, and physical education, but it is not 7 tied to district accreditation. There is no penalty for 8 districts that do not offer those elective areas, 9 especially at the elementary level or at the middle school 10 level. So, yes there is a cut back in those areas. 11 MR. WALLACE: Thank you. 12 MR. HERSCHEID: Thank you, sir. 13 MS. HEINS: Good afternoon. My name is Susan 14 Heins and I'm a member of LARC, which is the Language Arts 15 Regional Consortium, and it is a professional organization 16 of teachers and leaders engaged in language arts education 17 in St. Louis and the surrounding counties. We have 18 significant concerns about the process and the time line 19 for Missouri learning standards work groups established by 20 Missouri House Bill 1409. We hope adjustments can be made 21 in the process, which will lead to high standards for 22 Missouri students that will be supported by community and 23 school districts across the state. The Missouri House Bill 24 1490 was cast in part due to concerns about whether the 25 current Missouri Learning Standards adopted by DESE reflect</p>	<p style="text-align: right;">Page 44</p> <p>1 resorted to following informal rules of order in which 2 motions are made, seconded, voted on, and majority rules. 3 This is not a process by which any professional 4 organization would establish standards of practice. Just 5 as it would not be appropriate for standards for bridge 6 construction or heart valve replacement to be developed in 7 this manner, it's not appropriate for standards of 8 education to be developed in this manner. 9 The process of developing standard is 10 technical and complex. Standard should be developed by 11 experts with a deep understanding of the subject area, 12 child development, educational research, and the 13 technicalities of standards, assessment, curriculum, and 14 instruction. National professional organizations for every 15 subject area have been engaged for years in the process of 16 developing standards that reflect the body of knowledge in 17 their respective disciplines. Thousands of educators have 18 weighed in through a rigorous process of peer review, 19 publications, and revision. Missouri does not need to 20 restart the process with a group of 16 or 17 politically 21 appointed representatives with widely disparate levels of 22 expertise. 23 Beyond the composition of the work groups, we 24 have additional concerns about coordination and timing. It 25 is unlikely that the standards documents the work groups</p>

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1 can produce within the 12 month they have been allotted
 2 will be sufficient to validate the coherent and rigorous
 3 assessment system. The K-5 and 6-12 groups from within the
 4 same subject area are working without coordination or
 5 common principles. They will not be able to create
 6 standards that align from K-12 because they didn't begin
 7 with the expectation that they align.
 8 MR. HERSCHEID: Your timeframe, please. See
 9 if there is questions. Do you understand that we have to
 10 follow the law. We didn't make the law. Thank you.
 11 MS. STAGGS: Hello.
 12 MR. HERSCHEID: Good morning.
 13 MS. STAGGS: My name is Martha Staggs. I'm a
 14 retired teacher and you are going to hear just the opposite
 15 from me than what she just said. I currently serve with
 16 K-5 and the ELA work group. And I'm here to plead with you
 17 to really look at our standard. I hope and pray that you
 18 will do that. We are working hard in that group and in
 19 conjunction with each other to write standards that are age
 20 appropriate for elementary aged students. Emergent readers
 21 need appropriate standards that will prepare them for
 22 reading as they progress, you know, with increasing complex
 23 text. So we beg to read our standards and really think
 24 about what we have done. In my group I'm working with a
 25 parent, teacher of computer science, which really adds a

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1 really good element to it because a lot of what we are
 2 going to do will be on the computer won't it. And
 3 presently I'm working with two classroom teachers and I'm
 4 am retired. So our group, I think brings experienced.
 5 Experience is the best teacher, wouldn't you agree? So I
 6 appreciate your report, but I just totally disagree with
 7 it. I taught for many years teaching reading. That's the
 8 best way to know something is to do it. Our main focus for
 9 the beginning reader has been to help students gain a basic
 10 knowledge with phonics and all that entails that. We
 11 believe in phonics and the love of reading. We want foster
 12 the love of reading.
 13 Working with this group has been challenging,
 14 but we are hoping you will consider our hard work and we
 15 have really tried. Thank you.
 16 MR. HERSCHEID: Thank you very much.
 17 MR. STILL: Ma'am, do you have major changes
 18 from what's in the Common Core on emergent readers?
 19 MS. STAGGS: Yes. Now, of course there is
 20 just so much you can do with little kids teaching, you
 21 know, reading. But yes, we do. We have major changes. We
 22 looked at Texas, we looked at Massachusetts, with our own
 23 ideas. Sure do.
 24 MR. HERSCHEID: Thank you.
 25 MR. STAGGS: Good afternoon. My name is Ron

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1 Staggs. I'm testifying as a concerned citizen. I have one
 2 comment I thought that I could hear, I couldn't tell who
 3 spoke it. But it was my understanding through the
 4 education that I received that the war between the states
 5 was an enforcement of what the founding fathers had in mind
 6 for this country. That all men should be created equal and
 7 that liberty allowed for no man to be a property of
 8 another. That was my interpretation of that. And as far
 9 as I know the 10th Amendment has never been repelled.
 10 Current ELA standards do not emphasize fictional literary
 11 reading. The non-fiction or informational reading is
 12 allotted too much weight in the ELA course work when all
 13 other subject matter already incorporates that type of idea
 14 with non-fiction. I believe the ELA standards need to have
 15 literary fictional specifically allocated separate from and
 16 equal to the current fictional, non-fiction allocation
 17 standards to ensure that the rich text of literature is
 18 passed on to future generations.
 19 Literary references are sprinkled throughout
 20 news article and journals, editorials, short reference
 21 phrases encompass a vast amount of information, universal
 22 truths and even emotion. What would we do without
 23 references like: Who is John Galt; Useful Idiots; Of Mice
 24 and Men; and For Whom the Bell Tolls. Thank you very much.
 25 MR. HERSCHEID: Thank you, sir. Questions?

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1 MS. THOMAS: Good afternoon. My name is Julie
 2 Thomas. I'm a parent and these children belong to parents.
 3 That is the first thing I want to say. This spring we
 4 understood because of HB1490 that there was a huge backlash
 5 against Common Core in the state of Missouri. Parents
 6 understood this. They thought that because of that bill we
 7 had done something about Common Core. But low and behold,
 8 this spring my district sends out an e-mail that says our
 9 school will be taking the MAP test. We are not taking the
 10 MAP tests as parents in the state of Missouri understand
 11 MAP and I know that this is going on across the state. And
 12 here is what really concerns me, this is a test that's done
 13 on a computer. That was the thing that was mentioned on
 14 the e-mail. It will be done on the computer. That is the
 15 only difference. When asked where the data goes, the
 16 administration in my district has no idea. There is no
 17 disclosure as to where my child's data has gone. And as a
 18 parent, that's really concerning to me because when I take
 19 my child to the doctor, I have to sign HIPPA laws, all
 20 kinds of signature because that data is precious and it's
 21 private and it should remain private. And for anyone here
 22 who thinks we need a national education, I would ask you to
 23 reconsider whenever you look at private schools and you
 24 look at home schools and their points -- they test so much
 25 higher than your average public schools. Granted, there is

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<p>1 demographics involved in that. But when you're 2 homeschooled kids are testing even the highest, to say that 3 local control is somehow unnecessary or should be placed in 4 a minimal priority is ridiculous. It's ridiculous. But, 5 anyway, I really would like to think that this board would 6 have the courage to either halt these tests that HB1490 and 7 Judge Green said is unconstitutional. Unconstitutional 8 because of interstate commerce and yet we are still 9 implementing them in the state of Missouri. Our 10 constitution does matter and our laws do matter and you 11 said you have to follow laws, sir. Well, my kids go to 12 school everyday and if they don't follow laws, they get in 13 trouble. Where is the accountability for this board and 14 for DESE in continuing to run over the citizens and parents 15 of Missouri in relationship to Common Core. We are done 16 with it. And I hear every day from parents that they don't 17 want it. They don't want it because the degrees that sit 18 around my school board and in my building, they are 19 intelligent and we don't need a national somebody telling 20 us how to run our school. Thank you.</p> <p>21 MS. GASSEL: Good afternoon, members of the 22 Board. My name is Ann Gassel, I am on the Math 6-12 23 committee. I am a parent on that committee. And as part 24 of my assignment there, I took it upon myself to really 25 investigate the Common Core Standards, the history of the</p>	<p>1 bottom percentile.</p> <p>2 In the sixth to eighth grade standards I'm 3 working with our group and I hope we address the needs for 4 an authentic Algebra I program in grade eight as 5 recommended by Robert Moses of the Nationwide Algebra 6 Project, used at the California -- I'm sorry -- at the 7 University of Chicago and similar recommendations from the 8 National Mathematics Advisory Panel. Though there is some 9 Algebra in the earlier grades in CCSI, Appendix A makes it 10 clear that that authentic course is not to begin until 11 ninth grade. Without the necessary content in the earlier 12 grades, despite promises by school curriculum, directors, 13 and state administrators that they will allow acceleration 14 in order to obtain eighth grade Algebra courses; few 15 schools will offer acceleration beyond Common Core in the 16 early grades because national tests will assess only grade 17 level content standards. As a result, as Ze'ev Wurman said 18 in his, "Why Students Need Strong Standards" such 19 acceleration would be overwhelming provided by paid tutors 20 to affluent families and we will begin to have a two-tiered 21 system of education. Already in California, the number of 22 middle school students who have enrolled in Algebra has 23 dropped by tens of percents and most of the kids in there, 24 those classes have become devoid of minority and low SES 25 students. So I encourage Missouri to learn from the</p>
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<p>1 Common Core Standards. Lead author of CCSSI was a man 2 named Phil Daro. He was also the lead author of the 1992 3 mathematics framework for California Public Schools. Now, 4 he only had a degree, a Bachelor's of Arts in English and a 5 minor in Mathematics from the University of California. He 6 was neither a mathematician nor a classroom teacher. The 7 1992 frameworks followed the National Counsel of Teacher of 8 Mathematics Standards of 1989, which was a very 9 constructivist approach document.</p> <p>10 The reason this history is important because 11 the results of the implementation of the '92 frameworks in 12 California were so disastrous to student scores and student 13 achievements, that that actually spawned legislation 14 creating the Standards Commission, that created the 15 highly-rated California Math Content Standards of 1997, 16 which deliberately avoided the pedagogy for the '92 17 frameworks and focused on math content standards only.</p> <p>18 We should learn from the California's 19 experience. The constructivist programs produce poor 20 results and the State Star Exams that California used, 21 those were nationally used SAT diagnostic tests. For 22 example, two years after the implementation of the 23 frameworks, half the students in one middle-class English 24 speaking classroom in what was a California distinguished 25 school, took the California Star Test and scored in the</p>	<p>1 California experience and consider the stronger standards 2 that hopefully our work group is providing. Thank you.</p> <p>3 MR. HERSCHEND: Questions? Thank you.</p> <p>4 MS. LOGUE: Good afternoon. I'm Gretchen 5 Logue, Missouri Coalition Against Common Core. I am going 6 to present you all with a petition. It's only been online 7 five days and we have almost 450 people who have signed to 8 the Board to eliminate privately copyrighting active 9 standards for Missouri, which are the Common Core 10 Standards. This petition states the reasons that Missouri 11 citizens are at odds with the imposition of the 12 decision-makers who have not conducted a cost analysis or 13 identified the vulnerability of Missourians to standards 14 and data that are funded and created by private entities. 15 These private entities are not accountable to taxpayers.</p> <p>16 The Public-Private Partnership that is the 17 foundation of Common Core reduces the power of the public 18 and self-governance. We reject this decision to adopt 19 Common Core Standards and petition the Board with the 20 following: Now therefore be it resolved that we by 21 undersigned hereby petition the State Board of Education 22 and the Commissioner of Education to direct the Academic 23 Standard Work Groups to develop Missouri Academic Learning 24 Standards in the public domain and withdraw the ESEA 25 Flexibility request from the US Department of Education and</p>

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<p>1 seize administration of start-up balanced assessments in 2 Missouri schools. May it further resolve that all K-12 3 schools superintendents shall provide information about 4 data security liabilities and consent forms to parents of 5 Missouri K-12 students taking online assessments in Spring 6 2015.</p> <p>7 I would also like to make the State Board 8 aware that the National Association of School Boards has 9 put the onus of data privacy on local school districts. 10 They have a publication out as of spring of last year that 11 all any data breaches will be on the backs of your local 12 school districts. They have told local school districts 13 they should be hiring attorneys and data privacy officers. 14 This is going to be a huge problems for school districts 15 and their budgets unless they have started to use that as a 16 budget line item and having to explain to the taxpayers of 17 data breaches for data going out to who knows where is 18 going to be very interesting for school board presidents 19 and superintendents.</p> <p>20 MR. HERSCHEND: Thank you very much. 21 Questions? Thank you.</p> <p>22 MS. MARTIN: My name is Laura Martin. I am 23 hear as a parent. However, I also serve on the 6-12 Math 24 Standards Writing Committee. I am also a former school 25 board member, just termed out this April and I am a former</p>	<p>1 authentic standards because it's almost impossible to 2 completely re-write standards with a group of 14 people or 3 18 people that don't get to see one another very much. And 4 collaboration has been difficult. As a former school board 5 member, I ran on the idea of local control. That was the 6 platform that I ran on three years ago, I was elected 7 overwhelmingly. I didn't run again because I can't keep 8 that promise to people. I couldn't because people say that 9 the curriculum we can choose it. We can choose it in the 10 same way if I say you guys can go to any restaurant, I'll 11 take you to any restaurant you want to go to. But then I 12 caveat that with but it has to be a fast food hamburger 13 joint. Yes, we can pick our curriculum and I have seen it 14 at our local districts, but all that it is is a different 15 cover on the book. It's not different in the most way that 16 you and I would think is different. David Coleman wasn't 17 an educator, but he is the primary writer of the standards 18 that I heard people talking about we need educators writing 19 the standards. I agree, we do. As a parent, I'm there to 20 make sure that the process going the way it's supposed to 21 go. And it's concerning to me that the process not working 22 in a collaborative fashion to create standards that we own. 23 And we need to own them because it's easier to go to 24 Jefferson City to change standards or to Washington DC to 25 change standards and we can't. We need to own our own</p>
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<p>1 school psychologist. One thing that strikes me here today 2 is that I believe all of us here coming before you today 3 are more alike than we are different, whether we want -- 4 whether we more agree with the Common Core Standards or we 5 don't. Some of the things that I noticed today is that we 6 all want the control to be in the hands of our educators, 7 whether it come from writing the standards or how we teach 8 those standards. We all want genuine collaboration. Not 9 top down, but we want that to be the collaboration within 10 the groups and the collaboration within our own districts. 11 And finally we all want what is best for the children of 12 Missouri, whether we agree on exactly how to get there or 13 not. I think the system, the process, the Department of 14 Education, the bureaucracy is setting us up to fight one 15 another whenever we probably agree on more than what we 16 disagree on.</p> <p>17 My perspective come from two places: As a 18 member of the Math 6-12 work groups, I felt at times we 19 have been setup for failure and I understand that's the 20 legislative process and that the work needs to be done 21 there. But there has no cohesion between our K-5 group and 22 the 6-12 group. We have a very limited timeframe. 23 Considering to rewrite standards in less than a year with 24 the disjointed group has felt like a setup to keep the 25 standards that we already have and not really develop</p>	<p>1 standards so we can change them. Thank you.</p> <p>2 MR. HERSCHEND: Thank you. Thank you very 3 much.</p> <p>4 MS. HICKS: My name is Heather Hicks. I'm 5 here to testify as a parent of a child who was enrolled in 6 Missouri Public School -- we'll get to that in a minute. I 7 have made this very long trip to personally testify about 8 my concerns with reference to the Common Core Standards. 9 In the initiative that you, the State Board of Education, 10 have pushed into schools without any input or approval from 11 Missouri's General Assembly, teachers, or parent, or state. 12 The common Core Standard are an experiment in education. 13 There is no research or proof that the standards even work. 14 Before you signed on to do something that is proven to be 15 such a disaster in our public schools, we now know and 16 understand that Common Core Standard are only a small part 17 of the equation when it comes to entirety of the initiative 18 that is being pushed upon our state. I'm very nervous, 19 sorry.</p> <p>20 The standards are only the beginning of our 21 problem. The test to measure the growth of students under 22 these standard are going even worse. As a parent, I have 23 valid concerns about what my child is being subjected to in 24 result of the testing component that is going along with 25 the Common Core Initiative. No one can answer the</p>

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<p>1 questions about how and if the Department of Elementary and 2 Secondary Education has followed the process called for in 3 the Missouri State Statutes, which is clear in and states 4 in Chapter 160, "The State Board of Education shall be 5 contract, enlist and insist the assistance of such national 6 experts to receive reports, advice, counsel on a regular 7 basis pertaining to the validity and reliability of the 8 Statewide Assessment System. The reports from such experts 9 shall be received by the State Board of Education within 10 six months prior to implementing or modification, or 11 revision to the Statewide Assessment System. The 12 Commissioner of the Education shall inform the President 13 Pro Temp of the Senate and the Speaker of the House of 14 Representative, about the procedures to implement, modify, 15 revise Statewide Assessment System including a report 16 relating to the reliability and validity of the assessment 17 instruction -- instrument." Sorry. Where are the reports 18 that are called for by law that show the General Assembly 19 and reliability and validity of these tests that is called 20 for by these laws? It's amazing to me that there is 21 specific laws that call for the protocol in bringing in the 22 new assessments to our state. However, no one can prove to 23 me that our kids are taking the test to measure the 24 effectiveness Common Core Standards have even a shred of 25 reliability and validity.</p>	<p>1 Missouri children at heart. I just want to bring forth the 2 concern that we may be producing something that is not 3 acceptable under law. 4 MR. HERSCHEND: I doubt that would be accurate 5 if this Board were to accept your -- accept the 6 recommendation carte blanche. Then that becomes the 7 recommendation of the Board. 8 MS. SALSMAN: Right, which is why I wanted to 9 bring it to your attention that the content that we are so 10 far in the process of developing and delivering may be very 11 similar, if not exactly the same in some pieces as the copy 12 written standard that we are not allowed to use. 13 MR. HERSCHEND: Thank you very much. 14 MS. LONG: Good morning, good afternoon. I'm 15 not sure which way to say that. My name is Tonia Long and 16 I'm a mom. I have three kids in a public school. I'm here 17 as a mom, but I do also serve on the K-5 History and 18 Government Work Group or what you would like to call it, 19 Social Studies. I'm here for two reasons. First, I am 20 absolutely opposed to the Common Core State Standards 21 Initiative, but it might not be for the same reasons some 22 of you have heard today or have heard before. Honestly, 23 all of us who value the sovereignty of the state of 24 Missouri should be absolutely opposed to the Common Core 25 State Standards and what that means for state sovereignty</p>
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<p>1 My question, how come what no one can prove to 2 me the law has been -- I will just put it this way. Nobody 3 can prove to me that the laws that have been put into place 4 to protect my child. My child is a straight-A student, was 5 on the principal's list but comes home crying because of 6 these tests and the stuff they are putting on her. I was 7 informed on Tuesday that she had to be unenrolled from 8 school because I am not allowed to refuse the test. So her 9 school cleaned her desk out on Tuesday and she has now been 10 unenrolled from school to be homeschooled. 11 MR. HERSCHEND: Thank you very much. Comments, 12 questions? 13 MS. SALSMAN: Good morning. My name is 14 Alexandra Salsman. I am here as a parent of Missouri. I 15 am also -- I sit on the K-5 science work groups and you 16 have heard our report. We are leaning heavily on the NGSS 17 framework and we are even keeping some of the original 18 content. Most of the content that we plan to produce is 19 our own and we have worked very hard to come up with 20 standards that Missouri will be proud of and our children 21 will benefit from. My only concern is that we are leaning 22 so heavily on NGSS that we may end up producing a document 23 that is not acceptable under Missouri law. We have an 24 amazing group. Our members are intelligent and there is no 25 doubt in any of our minds that we have the best interest of</p>	<p>1 for our state. I'm opposed to the standards in the 2 initiative because it's unlawful. The Constitution is very 3 clear. It limits the power of the federal government to 4 matters of war, peace, negotiations and foreign commerce. 5 There is nothing in the U.S. Constitution that gives the 6 federal government the power in education. And for our 7 federal government to incentive states with money to adopt 8 these standards is illegal. We should all be standing 9 against that if we value or own liberty and our own state 10 sovereignty. Our elected state representatives are to 11 protect our state sovereignty. Not allow it to be given 12 away by the bureaucracy of the Department of Ed, or allow 13 the State Board of Ed, an unelected body -- no offense but 14 you are not elected by the people -- an unelected body to 15 give that away. 16 The other reason that I am here is as a member 17 of the Social Studies work group or what I prefer is 18 History and Government, which is what the bill actually 19 called for. They are really dismal if we want to raise 20 liberty loving students. We want to raise people who 21 understand what it means to live in a free country. Our 22 standards that we have been reviewing are dismal. With 23 such a poor foundation in place, our ability to only work 24 with the GLE's, the grade level expectations, what my group 25 is working on is going to have very little chance of change</p>

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<p>1 or improvement. There is not much you can change when you 2 have such poor standards.</p> <p>3 According to the Missouri Constitution, there 4 was somebody who asked a question what was the purpose of 5 education. Well, according to the Missouri Constitution, 6 public schools in Missouri have been established for the 7 purpose of a general diffusion of knowledge and 8 intelligence being essential to the preservation of the 9 rights and liberties of the people. I take very seriously 10 to that. It's in our Constitution. It's about the 11 preserving the rights and the liberties of the people. We 12 have an education so that we can protect what belongs to 13 us.</p> <p>14 I take very seriously what my children are 15 being taught, or better what they are not being currently 16 taught. And I would really love it if those in our state, 17 be it the bureaucracy, the unelected body would take that 18 seriously too. I appreciate your time. Thank you.</p> <p>19 MR. HERSCHEID: Thank you. Questions? Thank 20 you very much.</p> <p>21 MS. SHORE: Hello. My name is Stacy Shore. I 22 am here representing parents and taxpayers across the state 23 of Missouri. I'm not part of a consortium or group, but I 24 do speak for many parents who have grave concerns about 25 what's happening in our public schools right now or we</p>	<p>1 testified there needs to be vertical alignment. We 2 absolutely agree. But we were told that the other group, 3 K-5, will work to work with what we submit. The issue is 4 that we should work in vertical alignment and we agree with 5 that 100 percent. But it was voted that we would not -- 6 actually not voted -- but we have never today worked with 7 K-5. We have wanted to do that since the beginning. The 8 issue is that parents have grave concerns. Our children 9 are suffering. We don't disagree with the process is 10 broken, but we just ask that with the minority report we 11 will bring research standards that have had input from many 12 different perspectives. We need active classroom teachers. 13 One of my biggest concerns is that of our group, there are 14 14 of us, there are only six active classroom teachers. 15 One is a culinary arts teacher, one is a FACS teacher. We 16 need outside experts to weigh in. But when our group 17 refuses to allow that by vote, we have an issue. There is 18 a reason that we are the minority and we have broken off 19 because we believe the process broken and we believe 1490 20 calls for much more. Thank you.</p> <p>21 MR. HERSCHEID: Thank you very much.</p> <p>22 MR. CROUSE: Good morning.</p> <p>23 MR. HERSCHEID: Good morning, sir.</p> <p>24 MR. CROUSE: President, State Board of 25 Education, Commissioner, and dignitaries and other special</p>
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<p>1 would not be here. 1490 passed because there are literally 2 tens of thousands of parents right now who share our 3 concerns. I am a member of the ELA 6-12 work group, the 4 minority group. And I can assure you that being a part of 5 that work group and being able to watch what goes on in 6 education among these groups, I know why education is 7 broken in our state. Being a minority, I have watched DESE 8 come in from the get-go and try to push the agenda they 9 have in these work groups of paid facilitators that clearly 10 do have an agenda that is not the agenda of the parents of 11 Missouri. I do have an agenda. I have three of them. And 12 they have names and hearts and souls and dreams and I have 13 grave concerns about what's happening in our public schools 14 or I would not be here. I have a job. I have life. This 15 is not what I want to do on a Monday morning. I can tell 16 you that I'm tired of watching people say that we are 17 political. I am not political, I am a parent. I have the 18 right to speak and be heard. But in my work group I will 19 tell you this, we have had concerns. We wanted to take the 20 group of -- the work of our group that actually involved 21 and engage teachers from across the state, national, and 22 regional experts as we were working. But as a minority, we 23 were voted down. We were told we can allow no outside 24 influence whatsoever. That was the first problem we had. 25 From the get-go, we do agree with the teachers who have</p>	<p>1 guests who are here today, and the general public; my name 2 is Brian Crouse. I represent the Missouri Business 3 Community and the Missouri Chamber of Commerce. I'm Vice 4 President of Education for the Missouri Chamber of 5 Commerce. The Missouri Chamber of Commerce serves over 6 3,000 businesses, 425,000 employers.</p> <p>7 In the course of the Missouri Chamber of 8 Commerce, we have expanded our reach and grassroots effort 9 to see 55 chambers of local commerce and 32,000 small 10 business members. I say this as a reason to the next 11 point, which is over the course of the last year the 12 Missouri Chamber of Commerce has embarked on a very 13 ambitious goal. To establish a 15 year strategic plan for 14 the state of Missouri's business community. In the course 15 of doing that, Missouri 2030 surveyed over a thousand CEO's 16 from across the state of Missouri. During the course of 17 that process, we had over 14 percent of those CEO's that 18 believed that the high school students that were ready for 19 their workforce, 39 percent felt like they were indifferent 20 on that matter, and 44 percent believed that they were not 21 ready for the workforce.</p> <p>22 We are here today to support rigorous 23 standards. And through the process of HB1490, we hope that 24 rigorous standard will continue to thrive and be adopted by 25 the State Board. We understand that the frameworks of the</p>

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1 Common Core State Standards and the Next Gen Science
 2 Standards and other standards that have been mentioned
 3 through South Carolina, Texas, and Massachusetts are
 4 frameworks for the work of these work groups.
 5 In the end, we hope that the Missouri
 6 Department of Education, the Missouri State Board of
 7 Education will uphold rigorous college and career readiness
 8 standards so that our students are prepared to uphold
 9 whatever pathway they want to be in. Be it going out into
 10 a technical college, a four-year college, the military, or
 11 directly into the workforce.
 12 Currently, Missouri high school graduates, 75
 13 percent that have taken the ACT have meet only four of
 14 those benchmarks, 29 percent. And I ask as we go forward
 15 and develop those Common Core and National Nex Gen Science
 16 Standards as a framework, can we do better? And at this
 17 point I would like to just take any questions if you have
 18 any.
 19 MR. HERSCHEID: Thank you very much.
 20 MR. STILL: Does the strategic plan, have you
 21 included anything about funding in there? Is that part of
 22 the plan?
 23 MR. CROUSE: Yes, there is a funding piece to
 24 that plan.
 25 MR. STILL: Do you have a published document?

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1 MR. CROUSE: No, it's still in the process of
 2 being developed.
 3 MR. HERSCHEID: Thank you very much. That's
 4 it. Is there any other comments? Seeing none, we then
 5 conclude this public hearing regarding the current review
 6 of the Missouri Learning Standard. The testimony provided
 7 today and notice of future hearings will be posted on the
 8 Department's website at dese.mo.gov. This is important.
 9 Obviously there are ranges of agreement and disagreement.
 10 The objective is not to have a defined program; Core or the
 11 National Social Science Program. Those are names on
 12 programs. The objective and what we have to do and we will
 13 not have agreement on. You heard the range of thinking
 14 here today. Everybody in this room will not be pleased at
 15 the end of the day, but what has to happen is that we have
 16 to find a way to have rigorous standards set for our kids
 17 here in Missouri. No question about that. We have to be
 18 rigorous. They have to be fair. They have to be
 19 challenging so that when that same set of employers or that
 20 same set of educators talks to the next survey taking, they
 21 don't say that half the kids are ill-prepared for college
 22 or workforce. We have to have that at a significantly
 23 higher level and that requires significantly higher
 24 standards than what we have experienced in past years or
 25 what we have on the books today. That's what we are

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1 striving for. This board is not striving for Core. This
 2 board is not striving for the National Science Foundation
 3 set of standards or the National Social Science set of
 4 standards. That isn't our job. If we did that, we would
 5 fail in our job. Our job is to find those standards by
 6 subject, by grade; however they are expressed that our
 7 going to raise the level of performance of youngsters in
 8 this state, grade by grade, all the way through 12th grade
 9 and I would argue into grade 13. However, that is defined.
 10 Ladies and gentlemen, this hearing is concluded.
 11 (Hearing concluded at 12:42 p.m.)
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1 CERTIFICATE OF REPORTER
 2 STATE OF MISSOURI)
) ss.
 3 COUNTY OF COLE)
 4 I, Jenna Petree, Certified Court Reporter
 5 #1347(T), do hereby certify that the witness whose
 6 testimony appears in the foregoing deposition was duly
 7 sworn by me; that the testimony of said witness was taken
 8 by me to the best of my ability and thereafter reduced to
 9 typewriting under my direction; that I am neither counsel
 10 for, related to, nor employed by any of the parties to the
 11 action in which this deposition was taken, and further that
 12 I am not a relative or employee of any attorney or counsel
 13 employed by the parties thereto, nor financially or
 14 otherwise interested in the outcome of the action.
 15
 16
 17 Certified Court Reporter
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