

1192 Commission Work Session #2

July 6, 2026

Present:

Melissa Clyde
Jingzi Huang
Michelle Lopez
Alexander Pittman
Catie Santos de la Rosa
Carla Carino
Pam Espinoza
Stephanie Hartman (CDE)
Jenn Zinn (CDE)

Absent:

Alvina Earnhart
Eric Carpio
Garrett Royer
Jason Lester
Soon Beng Yeap

Meeting starts at 3:35 by S. Hartman. Introduction of Jenn Zinn.

S. Hartman: Overview of the process (Agenda on Slide 2). Melissa joined and S. Hartman asked her to work with the 6-8 group (it is OK if two Native Americans are in the same group for this work).

Call for questions (3:39 - none).

S. Hartman: Review of this commission's work (Slide 5) - reads top bullets aloud.

S. Hartman: Example of Standard (Slide 6). We will focus on "Students Can..." statements. Example: "Asian Americans aren't in the standards in the 7th grade," which is true and where the teams might find opportunities to revise.

S. Hartman: How to read the codes (Slide 7). If students are doing the Evidence Outcome, then they are meeting the grade-level expectation.

S. Hartman: Scope & Sequence review (soft, Slide 8). Example of errors to be addressed in revision (Martin Luther King in 7th grade, but not connected to the Eastern Hemisphere). Most Districts require US History, and Civics must be required, but everything else is up to the district to determine.

S. Hartman: sharing the 2026 Standards Review spreadsheet. The process is streamlined - we will start with the places where the affinity groups represented on this commission, evaluating for representation, depth, integration, accuracy and language, civic agency, balance of narratives, intersectionality, Colorado context, and teachability. Review of Rubric Key tab - 0, 1, 2, and 3 ratings for each of the 8 categories. Call for questions at 3:48 (none).

Shared the [spreadsheet](#) in the chat.

S. Hartman: Caution = make notes in the columns on the spreadsheet so you can later reference why you provided the rating you selected.

Shared the [standards folder](#) in the chat.

J. Huang asks for clarification about taking notes. S. Hartman clarifies that the columns for taking notes starts in Column 0, after all the category rankings. M. Lopez asks if the notes can go with the rating. S. Hartman asks the notes to be separate, and M. Lopez shows that she had done them as comments but will move them into the notes column. C. Carino clarifies that we are only working on what is highlighted in yellow today. S. Hartman shares that we want to eventually review all standards to ensure we catch places where representation is missing, but to get started she and M. Lopez agreed to start with those where affinity groups are specifically called out. J. Huang clarifies how those were selected. M. Lopez shares that she does sometimes look at other rows that are connected to the affinity group. S. Hartman clarifies that multiple standards can be connected to one event or affinity group (that will be the next layer of review). Today we are starting with the rows highlighted in yellow. J. Huang - do you have notes on the problems? S. Hartman - this is the work of the commission today. [Discussion continues]. S. Hartman - we must also consider instructional minutes, so we cannot include a long list of things to be taught if it can't fit into the instructional time. Melissa chats a question about Pacific Islander and Native Hawaiians, when will they be included in the standards? S. Hartman - shares how this might come up as a point in the review today.

S. Hartman reviews the breakout procedure at 3:59. C. Santos de la Rosa asks about the nuances of some standards seem to be _____. Should we put N/A? S. Hartman - yes, please. All of these are going towards a score, so leaving something blank will count against a cumulative score, which will help us know where we need to focus in our revisions. M. Lopez - should we also put N/A for the standards where it isn't relevant? S. Hartman asks that the group skip that, and discusses with J. Huang that 0 means it should be there, but isn't there, while N/A means it shouldn't be there at all. S. Hartman reminds the group to take good notes.

Breakout rooms starting ("productive struggle time, folks") -

J. Huang - request for definition of Intersectionality. S. Hartman - Intersectionality is when you belong to more than one affinity group.

4:04 - attempt to open rooms. M. Lopez names that we need to be assigned. S. Hartman apologizes and starts assigning rooms.

.... Breakout rooms close at 4:40 pm

4:49 - Whole group together again. S. Hartman apologizes for the mixed up documents. C. Carino asks if it would be helpful to finish the yellow highlighted rows before the next meeting. S. Hartman agrees and commits to updating the reference documents as soon as possible. J.

Huang confirms that the updated documents will be in the same folder and names she is concerned about the timeline. "What will happen if we cannot get it done?" S. Hartman - I hadn't thought of that. The other committee doing similar work is doing meetings in between the formal meetings. J. Huang names she has reached out before and is willing to work between meetings.

S. Hartman - the next meeting is in August. [Discussion of next steps continues]

C. Santos de la Rosa - Advocacy as a form of civic engagement from an early age. Consider adding a standard in a spot or two.

P. Espinoza - K-5 group. Experience with students naming feeling [on the outside]. Wondering if this needs to be addressed first, to get to a point of acceptance among young children.

M. Lopez - I appreciate that, after reading the pre-school standard (respect differences among diverse people among their classmates). My question is How - how do we facilitate children makes diverse friends.

P. Espinoza - I learned about diversity and it being OK that people look different from Sesame Street. I don't know how that translates to today's education. "I believe that the whole world should be run by Elmo."

S. Hartman - Possible Part of Step 2 review, look at the lower grades. Something about the advocacy piece, with grade-level appropriate language, and what it would look like in a Kinder classroom (the ideas, but maybe not the vocabulary). And look at the lower grades for how we make friends with everybody.

M. Lopez - in PreSchool they give specific examples in the standards, i.e. have a diverse library.

A. Pittman - shared a [podcast](#) as a resource; a way to talk with elementary age children about these concepts. Maybe listen before the next meeting.

S. Hartman - it's not that we aren't having the conversations, but we need to use the grade level terminology. Thanks the group for the work. Next meeting is 3:30 - 5:00 on July 21. Double check with each other if you can finish evaluating the yellow highlights before we meet, that would be ideal. Apologies for the confusion. Posts the date/time in the chat.

Thanks are shared.

Melissa asks for an email to confirm when resources are updated so teams can work on the yellow highlighted rows.

S. Hartman promises follow up email.

Meeting ends at 5:05.