

HOUSE COMMITTEE ON EDUCATION

January 24, 2005

Hearing Room E

1:00 P.M.

Tapes 11 - 12

MEMBERS PRESENT: Rep. Linda Flores, Chair

Rep. John Dallum, Vice-Chair

Rep. Steve March, Vice-Chair

Rep. Debi Farr

Rep. John Lim

Rep. Chip Shields

Rep. Carolyn Tomei

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES / ISSUES HEARD:

Teachers Standards and Practices Commission (TSPC) –

Informational Meeting

Talented and Gifted Program (TAG) - Informational Meeting

These minutes are in compliance with Senate and House Rules. Only text enclosed in quotation marks reports a speaker's exact words. For complete contents, please refer to the tapes.

| TAPE/# | Speaker | Comments |
|---------------|----------------|-----------------|
|---------------|----------------|-----------------|

TAPE 11, A

| | | |
|-----|--------------|--|
| 004 | Chair Flores | Calls the meeting to order at 1:01 p.m. Opens an informational meeting on the Teachers Standards and Practices Commission. |
|-----|--------------|--|

Teachers Standards and Practices Commission-INFORMATIONAL MEETING

| | | |
|-----|-------------------|---|
| 006 | Vicki Chamberlain | Executive Director, Teachers Standards and Practices Commission (TSPC). Provides an overview of the commission. Notes that the commission is appointed by the Governor and is independent from the Board of Education. Submits and explains the education acronyms handout (EXHIBIT A). Submits prepared testimony and discusses the organizational chart on (EXHIBIT B, Page 5). |
| 105 | Rep. Tomei | Comments that 60% of Oregon teachers have been educated outside of Oregon. |
| 112 | Chamberlain | Concurs. |
| 127 | Chamberlain | States 40% of licensed teachers are unemployed and keep their licenses active. |
| 139 | Rep. Dallum | Comments that in the first five years Oregon loses 35% of new teachers and inquires if they are included in the total number of licensed teachers. |
| 144 | Chamberlain | Clarifies the 61,700 number of teachers includes the number of currently employed educators who have been reported to the Department of Education. Comments the number of educators who leave the profession may also be included in the total number of licensed teachers. States the research was not adequate to provide the specific number of retirees. |
| 179 | Chair Flores | Asks what the 40% figure represents. |

| | | |
|-----|--------------|--|
| 184 | Chamberlain | Refers to page seven and points out the 40% figure represents the total number of teacher licenses prepared in Oregon. |
| 196 | Chair Flores | Inquires if the department has researched the reason behind teachers deciding not to teach in Oregon. |
| 198 | Chamberlain | Responds they have not. States the teachers come to Oregon for other reasons and end up taking teaching positions. |
| 212 | Chamberlain | Comments that the Department of Education requires teachers coming from other states to verify completion of an approved program from their state. States that if they cannot verify completion, they are given a restricted license and are required to enroll into an approved program. |
| 237 | Rep. Lim | Inquires about the problems and disciplines in regards to the 190 discipline cases reported last year (EXHIBIT B, Page 3). |
| 245 | Chamberlain | Provides an overview of disciplines available to the commission for teacher violations including ethical and or criminal behavior. Notes that the most frequent problem is substance abuse or DUII. |
| 276 | Rep. Lim | Asks if they have cases pending as of right now. |
| 281 | Chamberlain | Responds that anytime a teacher commits a mandatory crime, their licenses are revoked for life. The crime can happen in or out of school. Comments that statute allows educators who commit a non-mandatory crime to re-apply for their license within a year, but also states they have to prove fitness to teach and that they are a non-threat to children by an expert health provider. |
| 311 | Chair Flores | Inquires if they receive reports of violent nature directly from the school. |
| 317 | Chamberlain | Concurs. Responds they are required by administrative rule that the administrative official is to report any violation they are aware of. Refers to page three and notes there is not a screening process in their office and they recommend discipline actions and revocation of licenses to the commission and to investigators. States they are required by law to investigate the matter but Ms. Chamberlain is not a part of the decision making process in regards to disciplines. States that if an administrator does not report the matter, that is actionable as well. |

| | | |
|-----|--------------|---|
| 349 | Chair Flores | Expresses her concern about the recent Salem-Keizer report, the known abuse and the continuation of the abuse. |
| 357 | Chamberlain | Comments that she had not received a report from a parent nor the school district in regards to the mentioned situation and cannot act or investigate until it has been reported. |
| 371 | Rep. March | Inquires if they can start the investigation from a source outside of the district or parent. |
| 376 | Chamberlain | Concurs. States they can investigate an action from a complaint, an action or information. |
| 392 | Chamberlain | Refers to page three and presents teacher shortages. |
| 416 | Rep. Farr | Inquires if the elimination of music, library media and counseling is a factor in teacher shortages. |
| 419 | Chamberlain | Responds that she does not have an answer. Responds there has always been a shortage in these areas. |
| 431 | Rep. Farr | Comments on the number of teachers in her district that have changed their licensing so they could teach in different areas due to the elimination of these courses. |

TAPE 12, A

| | | |
|-----|--------------|---|
| 006 | Chamberlain | Responds that it may be due to the employment contracts and the No Child Left Behind Act (NCLB). States there is added pressure for additional subjects and the requirements to be considered a qualified teacher under the NCLB Act. |
| 016 | Chamberlain | Refers to page seven and explains the percentage of Oregon's public and private prepared new licenses. Explains the changes in the licensure credentials. |
| 063 | Chair Flores | Asks what the definition of a qualified teacher is in the state. |
| 069 | Chamberlain | Responds that before the federal law passed, the definition was based on the licensure system. States high school educators have to hold a single subject endorsement in the area they teach. Explains the |

commission's focus on teacher credentials. States there are four levels of licensures. Explains the difference between federal and state requirements.

| | | |
|-----|--------------|---|
| 106 | Chair Flores | Inquire if the instructors can expand on the credentials. |
| 107 | Chamberlain | Responds the federal government allows the state to set their own standards for experienced teachers. States if the teachers have taught for three years, they have to have at least 24 hours of credit in the subject matter area. |
| 122 | Rep. Dallum | Asks if there is a system to follow up on why teachers leave. |
| 128 | Chamberlain | Answers the commission does not have a follow up system. |
| 151 | Rep. Farr | Inquires if the master's degree requirement is only in Oregon. |
| 155 | Chamberlain | Responds that nine other states require it. States that Oregon requires a master's degree or equivalent. |
| 195 | Chamberlain | Refers to prepared testimony on continuing teaching licensing update (EXHIBIT C) . Explains that 12,139 teachers are actively licensed and only 7,100 are employed. Explains the challenges and the solutions. |
| 271 | Rep. Dallum | Asks if she has any research that shows teachers are better by participating in the continuing teaching program. |
| 282 | Chamberlain | Responds there is not research. |
| 284 | Rep. Dallum | Inquires if the assumption is that the teachers get better with more education and experience. |
| 289 | Chamberlain | Clarifies the assumption was that teachers would have the fundamental knowledge and the ability to demonstrate competency. |
| 295 | Rep. Dallum | Asks what happened to the students that have had a less than qualified teacher before the continued education program. |
| 315 | Chamberlain | |

Responds that a teacher with five years experience is better than a zero year teacher. States that the expectation of the license was to have a focus concentrated effort on realizing the skills they acquired in the beginning, at the end of five years.

- | | | |
|-----|--------------|--|
| 331 | Rep. Farr | Asks if the demands of the new requirements are resulting in the loss of new teachers. |
| 340 | Chamberlain | Responds that she does not think it is likely. States that the design could have contributed more. |
| 360 | Chair Flores | Inquires if there is a national organization for the Teacher's Practices and Standards Commission. |
| 368 | Chamberlain | Responds that there is not. |

TAPE 11, B

- | | | |
|-----|--------------|---|
| 011 | Rep. Lim | Inquires if there is an exception in the private institutions that would allow a teacher to teach with out a license in a special subject. |
| 014 | Chamberlain | Responds there is not a state requirement for licenses for private K-12 schools. |
| 016 | Chair Flores | Closes the informational meeting on Teachers Standards and Practices Commission and opens the informational meeting on Talented and Gifted Education. |

TALENTED AND GIFTED PROGRAM (TAG) – INFORMATIONAL MEETING

- | | | |
|-----|--------------|--|
| 022 | Salem Noor | Assistant Superintendent, Oregon Department of Education. Provides a background on the Talented and Gifted Program (TAG). Submits and reads from prepared written testimony (EXHIBIT D, Pages 1-2). |
| 073 | Chair Flores | Inquires why TAG does not receive federal funds. |
| 076 | Noor | Responds that funds are limited for programs like TAG and are more targeted at comprehensive subjects. |

| | | |
|-----|---------------|--|
| 083 | Noor | Continues to present allocated funds, requirements and the recommendations for TAG on pages one and two. Explains there is not a requirement for districts to have a TAG plan submitted to the Department of Education. States that the plan is required only if they intend to receive federal funds. |
| 115 | Rep. Tomei | Inquires if by statute every district is required to identify TAG students and provide special education to the talented and gifted, but is not required to submit a plan describing how they are providing these services. |
| 122 | Noor | Concurs. |
| 128 | Dallum | Inquires what he would see in the TAG program. |
| 129 | Noor | Responds that it would depend on the district and the capacity of their resources. |
| 139 | Andrea Morgan | Oregon Department of Education. Responds that the individual teacher is the one coordinating and identifying the student for TAG. |
| 149 | Rep. Farr | Notes that she has worked within the TAG program with all three of her own children. Expresses her concern about the time and effort on the teacher's behalf. Inquires if school districts at this time are providing TAG programs to students. Asks where the funding comes from. |
| 162 | Morgan | Responds there are districts providing services. Comments that she does not have all the information due to the non-requirement of having to report the plan. States there are fewer and fewer. |
| 176 | Chair Flores | Expresses concern about the number of positions dedicated to the TAG areas, opposed to the number of students identified. Inquires about the disparity. |
| 194 | Noor | Responds that the staff are identified and funded through federal funds. Explains they are constrained about how to use those funds. Explains their goal is to make it a priority to prepare teachers to identify the TAG students and learning abilities. Explains the strategies they have to require the districts to provide a plan to demonstrate that the districts are participating. |
| 268 | Chair Flores | |

Comments that last Spring and during the interim there were discussions regarding the .3 FTE and were commitments made by the Oregon Department of Education.

| | | |
|-----|-------------|--|
| 271 | Noor | Responds they will address the commitments that were agreed to last Spring. |
| 280 | Rep. Tomei | Comments the deterrent for teachers to identify more TAG students due to the extra work imposed on the teachers. |
| 294 | Noor | Comments that teachers are enduring additional responsibilities. States the department would like to support and facilitate skills and tools to teachers so they can do more than just identify TAG students. |
| 334 | Rep. Dallum | Inquires if there is research that would indicate that teachers could not properly identify TAG students or do not need help identifying TAG students. |
| 338 | Noor | Responds that teachers typically can identify a TAG student. States the student is then referred to a TAG coordinator who engages in a more extensive evaluation. States the burden should not be shifted to the teachers. States that the department would like to support the teachers in identifying the student. |
| 360 | Rep. Dallum | Inquires if there is reason to believe the teachers cannot already identify the TAG students. |
| 371 | Rep. Farr | Comments teachers are able to pinpoint who they believe are gifted, but the tests would determine if they were in fact talented and gifted. |
| 406 | Rep. March | Comments there are little funds for TAG. Notes that we are asking them to do something without the tools. |
| 431 | Rep. Roblan | House District 9. Comments on the percentage of children that could be identified as TAG student. Inquires if some of the money could be set aside to fund positions for TAG at the state level. |

TAPE 12, B

| | | |
|-----|------|---|
| 001 | Noor | Responds about the different resource options on the state level. Explains the structure and accountability they would like to see at the |
|-----|------|---|

local level. States a policy option package was submitted to secure 6.6 million dollars to districts and was not accepted.

| | | |
|-----|-----------------|---|
| 050 | Morgan | Discusses the commitments and responsibilities on page two and three. Refers to pages two and three, explains the process of challenging a high-end-learner, and addresses the Oregon standards and benchmarks. States funds are the main incentive to go further. |
| 147 | Rep. Lim | Inquires why TAG is a good program and asks what the impact is on children not chosen for TAG. |
| 158 | Morgan | Explains that some children are impacted by the label of being smart, and some feel left out. States identification problems depend on how the district or school chooses to handle it. Reiterates that without the information being reported, they cannot clearly identify the issues. |
| 178 | Rep. Tomei | Inquires why was the grant was refused 2003. |
| 182 | Morgan | Responds she does not know. |
| 199 | Noor | Explains the regional coalitions and advisories they support. Notes each of the recommendations on page one has been addressed and will continue to be followed. |
| 220 | Margaret DeLacy | Member of the Government Relations Committee for TAG. States OAR 581-022-1330 requires that each school district be required to have a plan for programs and services. Inquires why the ODE cannot ask for the plans since the districts are required by law to have them. States that this administrative rule is not contingent on receiving funds. States teachers are not able to identify TAG students as well as the parents. States teachers do not find it easy to identify TAG students and are eager to receive the training to enable them to do so. |
| 303 | Rep. Farr | Inquires what the most prominent test is. |
| 308 | DeLacy | Responds the requirement is that the student must be in the top 3% in Math, Reading or Aptitude. Responds it does require a nationally recognized standardized test with an additional piece of information. |
| 328 | Rep. Farr | Inquires what the determining test is if they do not fall in the 95 percentile. |

| | | |
|-----|-----------------|--|
| 334 | DeLacy | Responds there must be one piece of information that represents a standardized test. States that additional testing is always an option. |
| 368 | Deborah Andrews | Speaks about the responsibilities for supporting teaching students who are talented and gifted, as well as training the teachers to do so. |
| 439 | Chair Flores | Closes the informational meeting on TAG and closes the meeting at 3:02 p.m. |

-
-
-
-
-

EXHIBIT SUMMARY

- A. Teachers Standards and Practices Commission, education acronyms, Vickie Chamberlain, 1 pp
- B. Teachers Standards and Practices Commission, prepared testimony, Vickie Chamberlain, 7 pp
- C. Teachers Standards and Practices Commission, prepared testimony, Vickie Chamberlain, 2 pp
- D. Talented and Gifted Program, prepared testimony, Salam Noor, 12 pp