

HOUSE COMMITTEE ON EDUCATION

February 03, 2003 Hearing Room E

1:00 PM Tapes 15 - 16

MEMBERS PRESENT: **Rep. Vic Backlund, Chair**
 Rep. Pat Farr, Vice-Chair
 Rep. Elaine Hopson, Vice-Chair
 Rep. Brad Avakian
 Rep. Billy Dalto
 Rep. Mary Nolan
 Rep. Wayne Scott

STAFF PRESENT: **Jim Keller, Committee Administrator**
 Jeana Harrington, Committee Assistant

MEASURE/ISSUES HEARD: **-Introduction of Committee Measures**
 -Informational Meeting – Invited Testimony on Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM).

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.

<u>TAPE/#</u>	<u>Speaker</u>	<u>Comments</u>
TAPE 15, A		
004	Chair Backlund	Calls meeting to order at 1:07 PM. Welcomes colleagues and audience. Opens work session on LC Draft 2047 (EXHIBIT A).
<u>WORK SESSION ON COMMITTEE MEASURES</u>		
015	Rep. Hopson	MOTION: Moves LC 2047 BE INTRODUCED as a committee bill.
018		VOTE: 6-0-1
	Chair Backlund	EXCUSED: 1 - Nolan
		Hearing no objection, declares the motion CARRIED.
030	Chair Backlund	Closes work session on LC Draft 2047 and opens informational meeting on the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM).
<u>INFORMATIONAL MEETING</u>		
034	Robert Saunders	Coordinator, Kalapuga High School. Provides history in education.
047	Jim Jamieson	Willamette High School. Provides stance on the CIM/CAM. States the high school diploma is not a high enough requirement. Lists the merits of the CIM/CAM. Lists difficulties with the CIM/CAM.
114	Rep. Hopson	Asks if they are suggesting that the CIM be optional.
125	Jamieson	Answers that it is, in effect, optional.
136	Rep. Hopson	Inquires how society at large can be shown the importance of the CIM/CAM.
141	Saunders	Explains there has to be an incentive and a standard. Provides examples for employing this.
157	Rep. Dalto	Comments on the CAM as an accountability tool.
166	Jamieson	Explains the intent of his remark with regard to the CAM as an accountability tool.

187	Rep. Dalto	Asks why a CAM is required.
189	Jamieson	Responds to this.
191	Rep. Farr	Observes that business leaders do not fully understand the purpose of the CIM.
199	Saunders	Concurs they receive either no or mixed information on the CIM.
211	Rep. Farr	Assumes there is an actual certificate for CIM passage. Asks what is included on the certificate.
212	Jamieson	Replies that it lists the standards they have shown they can perform.
220	Rep. Farr	Asks if they believe that information on the certificate garners a positive response.
225	Jamieson	Answers that it is probably too brief to accommodate that currently.
232	Rep. Avakian	Comments on the value of the CIM/CAM with regard to the workforce.
249	Saunders	Responds to this concerning advanced degrees and the workplace. Offers that a CIM/CAM may be a point of pride.
270	Jamieson	Agrees that not all students attend college, but those who do not perform services we all enjoy. Believes the CIM helps them to achieve learning .
293	Chair Backlund	Comments on the modification and or elimination of the CIM/CAM. Asks for their input in this.
301	Jamieson	Responds concerning high school diplomas and the CIM. Voices concern about the complexity of the program.
318	Saunders	Remarks about the ‘spirit’ of the CIM. States that he would like to see a link between the diploma and the CIM.
337	Chair Backlund	Comments on the linkage of the No Child Left Behind Act (NCLB) and CIM. Asks for their input into this.
342	Jamieson	Believes this could be a positive addition. Voices concern with workload for teachers and students.
356	Rep. Avakian	Asks how they would accommodate advanced learning in terms of performance arts.
360	Jamieson	Responds that this with regard to focus and specialization in the CAM.
373	Rep. Nolan	Understands that NCLB requires states to have standards, but does not dictate what those are. Asks if he thinks they should modify CIM/CAM, or start over.
383	Jamieson	Recommends that modification be the direction of CIM/CAM.
389	Rep. Dalto	Refers to (EXHIBIT B) regarding percentage of student receiving a CIM. Asks what that percentage is.
393	Saunders	States he estimates it began at around 20% of sophomores. Adds they would ideally like for 85-90% of students to receive a CIM.
398	Rep. Dalto	Remarks on this percentage.
399	Jamieson	Offers that this represents the students who are not conditioned to the system.
TAPE 16,A		
006	Rep. Dalto	Poses question regarding the number of teachers and personnel working with students on the CIM.
008	Jamieson	Responds that every teacher does by either working with student or working as a portfolio manager.
010	Saunders	Adds that every adult including administrator is involved.
013	Rep. Dalto	Requests an estimate of the amount of time spent per day focusing on CIM management.
016	Jamieson	Responds that every five to six weeks time is allotted for the

		CIM. States that this is contingent upon the time of year and on the subject studied.
021	Rep. Dalto	Remarks that few actually attain the certificate despite the number of students involved in the program and time teacher's spend on the CIM.
029	Jamieson	Clarifies an earlier point. Adds that other classroom educational tasks and the CIM are interrelated.
035	Rep. Dalto	Voices concerns as to the overall operation of the CIM and its recipients.
040	Rep. Farr	Remarks that his son did not receive a CIM although he was considered to be a high achiever. Clarifies an earlier discussed point about simplification of the CIM and CAM.
052	Rep. Hopson	Requests summary of the measurements of a diploma and of a CIM
056	Saunders	Replies that a student can perform at a 60% level and receive a high school diploma. States a CIM level of mastery would be around 80%. Points out students will continue to opt-out altogether if that is left a choice.
073	Chair Backlund	Thanks them.
080	Clark Brody	Former Deputy Superintendent, Oregon Department of Education (ODE). Refers to (EXHIBIT C) . Overviews cornerstones for success in the Oregon education system.
223	Brody	Explains what constitutes a high school diploma. Describes the relationship between the high school diploma and the CIM/CAM. Defines the CIM. Gives examples of the benefits of this assessment.
308	Brody	Defines the CAM and details its purpose. Remarks on their importance.
361	Rep. Farr	Asks about our ability to assess these students.
370	Brody	Responds with regard to NCLB.
395	Rep. Dalto	Requests whether data is available concerning ethnicity and demographics and CIM recipients.
402	Brody	Answers that presently they only have school-level data in those areas. Comment on the implementation of an ODE database with this type of information. Provides that they are able to deduce who is and who is not learning because of the CIM.
TAPE 15,B		
003	Brody	Continues answer. Explains that funding is needed for the database.
012	Rep. Dalto	Clarifies if any data concerning demographics or ethnicity is available.
014	Brody	Answers that data of that nature is only available on a school-level.
017	Chair Backlund	Asks what his views on modification of CIM and CAM are.
020	Brody	Comments on modification relating to NCLB. Remarks on complexity of the CIM/CAM. Suggests that simplification could warrant some benefit. Reiterates that the cornerstones named earlier are essential.
043	Chair Backlund	Thanks him.
049	Diane McKillop	Salem-Keizer teacher. Provides history in education. Describes school experience for students prior to education reform. Explains the scoring guide for writing (EXHIBIT D) . Comments on scoring guides in general. Remarks on teacher workshops. Discusses student preparation. Voices concern in terms of NCLB

		requirements. Points out the work that has already been done in terms of standards. Voices frustration about the constant evolution of CAM.
260	Rep. Hopson	Comments on the relevance of her testimony. Asks if teachers have had difficulty with the assessments.
265	McKillop	Responds about the burdens of the assessments with regard to time.
283	Rep. Dalto	States he appreciated her testimony. Asks where she teaches.
285	McKillop	Answers McNary High School.
286	Rep. Dalto	Clarifies that she taught untracked students. Asks if she had difficulty getting students to submit work. Offers observations on this.
312	McKillop	Responds there are requirements and acknowledges that it is difficult to get some students to produce work.
334	Chair Backlund	Asks about fellow teachers' attitudes towards the CIM.
337	McKillop	Answers that opinions are varied with regard to subject.
365	Rep. Avakian	States he is curious as to unfunded areas of CIM/CAM and the difference that would have been made if they had been funded.
372	McKillop	Lists organization with regard to testing as a burden. Adds additional money could go to train teachers and to involve additional staff.
TAPE 16,B		
003	McKillop	Continues. Adds portfolios, though not required, are relevant and add to the workload.
010	Chair Backlund	Speaks about his relationship with Diane and thanks her.
040	Kate Dixon	Retired educator and ODE employee. Puts school reform in historical context. Points out the historical education events that led to the CIM and CAM. Acknowledges the weaknesses and struggles with implementing CIM/CAM. Discusses the amount of time and energy spent to create higher standards. States that Oregon can be proud of its efforts and needs to build on what was important in the past.
151	Chair Backlund	Thanks her. Closes informational meeting. Adjourns meeting at 2:42 PM.

EXHIBIT SUMMARY

A – LC Draft 2047, Staff, 2 p

B – Informational, CIM Recognition, Jim Jameson, 2 p

C – Informational, School Reform in Oregon, Clark Brody, 2 p

D – Informational, Student Scoring Guide: Writing, Diane McKillop, 7 p