

HOUSE SPECIAL SESSION COMMITTEE ON EDUCATION MODEL REVIEW

June 8, 1999 Hearing Room F

5:00 p.m. Tapes 11 - 13

MEMBERS PRESENT: Rep. Jackie Winters, Chair

Rep. Elaine Hopson, Vice-Chair

Rep. Bill Morrisette

Rep. Judy Rep. Uherbelaubelau

Charlie Arnest

Martin Bronstein

Glenn Colangelo

Caryl Gertenrich

Donna Hamer

Lisa Martin-Baker

Dianne McKillop

Pat Moss

Andy Pate

Tiffany Pate

Jennifer Roth

Darrel Trussel

Linda Verdoorn

MEMBER EXCUSED: Rep. Ryan Deckert

Rep. Susan Morgan

Rep. Vic Backland

Rep. Betsy Close

Rep. Juley Gianella

Rep. Jeff Merkley

Rep. Ron Sunseri

Rep. Carl Wilson

Joby Butcher

Michael Ewers

Tom Gentry

Rick Reznick

Ben Schellenberg

STAFF PRESENT: Jan McComb, Administrator

Brad Daniels, Administrative Support

MEASURE/ISSUES HEARD: Informational Meeting ñAnalysis of Education Model: Dr. David Conley, University of Oregon

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 8, A		
004	Chair Winters	Opens the meeting at 5:15 p.m. Asks if the Quality Education Model (model) is substantially complete enough to discuss.
<u>INFORMATIONAL MEETING ñANALYSIS OF EDUCATION MODEL</u>		
026	Dr. David Conley	Associate Professor, University of Oregon. Expresses his willingness to answer questions about the model.

047	Rep. Uherbelau	Asks for clarification of the specific material received.
060	Chair Winters	States that the appropriate draft is stamped "Not for Distribution." Asks if this document is the final draft, outside of minor editorial changes.
063	Conley	Replies yes. States that the draft is essentially complete from a content point of view.
068	Caryl Gertenrich	Expresses concern about the role of the creative arts and acquisition of a second language in the model. Asks about the treatment of these facets of education in the model.
078	Conley	Replies that the model includes four program staff to address music, art and foreign languages at the elementary level, but it does not presume to define how particular schools will implement these types of programs. Discusses the informal attempt to identify some schools that approach the prototype school and the role of the model as a set of recommendations, not mandates.
097	Gertenrich	States that schools of all levels have made cuts in foreign language and creative arts programs.
108	Conley	Replies that the model attempts to balance effective educational practice and local control; it assumes a general perspective.
116	Gertenrich	Asks if the school staff will continue to be faced with decisions about program cuts.
118	Conley	Replies that currently, and in the near future, these choices will continue to present themselves, and communities will continue to be faced with this trade-off.
132	Glenn Colangelo	Expresses concern about teachers' perception of the model. Cites page 49 and asks about the necessity of all-day kindergarten.
160	Conley	Replies that the model is designed to define certain things that, if done, are likely to increase student achievement, not to prescribe particular conditions for each school.
185	Colangelo	Asks if the model will be perceived as a mandate rather than a set of recommendations.
197	Conley	Replies that it is not surprising to see state documents interpreted as mandates, not recommendations. Discusses the waiver program as an example of the power of state-generated policy recommendations. Describes his belief that the model provides an impetus for a policy discussion about school quality at the local level. Notes that the schools are responsible for producing results, not for focusing on procedures.

238	Colangelo	Suggests variations in the treatment of kindergarten as one way to ameliorate the impression of the model as an all-encompassing mandate.
246	Conley	Agrees with Colangelo. Observes that the variations on the prototype model will increase. Reiterates that the model is a starting point. Adds that full-day kindergarten has proven to be the most effective option.
268	Chair Winters	Asks if the council discussed mandates and their effect on classrooms.
276	Conley	Replies that the council discussed the role of the legislature as a super-school board. Indicates that, due to the shift in funding power, the state is more likely to require specific things.
300	Chair Winters	Asks if the reason for this drift toward state involvement is a result of not defining an effective education.
306	Conley	Replies that Lloyd Applegarth worked in the 1980's to define an effective education, which would be a starting point in this discussion.
325	Martin Bronstein	Relates that his view of the education model is not as a series of mandates, as opposed to the policies generated from the Department of Education, which have been perceived by school boards as mandates. Stresses that the goal is to generate well-educated children.
380	Rep. Uherbelau	Acknowledges the dramatically greater role of the legislature in school policy discussions as a result of Measure 5. Expresses concern about the legislature's excessive role in curriculum development.
TAPE 12, A		
010	Diane McKillop	Describes the bureaucratic pitfalls created by mandatory tests and their distribution.
030	Conley	Replies that state departments of education have been historically focused on maintenance and accountability oversight. Describes the shift from this role to broader involvement in other areas. Notes that the Department of Education is ready to be reshaped.
047	Chair Winters	Asks if the council discussed the time impacts of bureaucratic policies on schools.
054	Conley	Replies that the council did look at the notion of time, noting that the amount of additional time varies among individual students and teachers.
064	Tiffany Pate	Asks about the relationship between the model and school assessments.

075	Conley	Replies that the model does not presume to define the proper state assessment system, nor is it responsive to a specific assessment system, but it does attempt to recommend ways to increase generalized student achievement.
092	Rep. Hopson	States that teachers will always need additional time. Asks about the integration of accountability and assessment.
105	Conley	Explains that the model is a framework, one method that could be expected to produce a level of achievement. Recognizes the threatening and the beneficial impacts of focusing on accountability. Stresses that the model needs to be linked to accountability and student learning.
144	Pat Moss	Expresses concern about two points related to time: 1) the influence of local decisions on time management and interruptions in the classroom 2) the articulated use of time in an integrated, developing program. Stresses the goal of reaching proficiency in particular areas and the importance of hiring trained teachers.
202	Conley	Responds that the model addresses the use of time by encouraging efficiency. Explains that the model also addresses intangible, as well as tangible, qualities of a school.
253	Conley	Outlines the reason the model did not address articulation: curriculum is a local, not a state, issue. Acknowledges that the model did not address teacher training.
281	Rep. Uherbelau	Expresses concern that the model was not done as holistically as possible. Cites section 5 and the need to look at funding and education reform in a broader context, for example by examining the roles of the Department of Education and the legislature.
319	Conley	Answers that a more holistic picture is needed. States that the model probably went as far as it could in one step.
340	Linda Verdoorn	Comments on the frustration resulting from inconsistent messages and directives from the state.
380	Conley	Replies that the model paints a new picture and is incomplete in some ways. Discusses his individual research on inconsistencies in education programs and the need to communicate regarding these inconsistencies.
TAPE 11, B		
005	Chair Winters	Asks if the council looked at the integration between local budgets and a statewide model.
011	Conely	Responds that the model does not address the appropriation of funds. Notes the variation of funds and curriculae in Oregon schools, though there is or should be

		central goals for student achievement.
023	Chair Winters	Asks if the council did look at some successful schools.
026	Conley	Replies that the analysis was done a national, research-based level, not a statewide or individual level. Indicates that the model should be "generalizable" rather than specific. Emphasizes that looking at specific schools would reflect different funding levels, not necessarily different achievement levels.
046	Rep. Morrisette	Stresses the need for the Department of Education to develop a clearing house for information. Notes that districts will be more open to change in response to the charter schools movement.
059	Conley	Comments that Department of Education does have a method of identifying high-performance schools.
067	Jennifer Roth	Expresses concern about the focus on accountability, which causes tremendous stress on students and teachers to meet mandated standards. Expresses concern about making teachers responsible for problems that occur on a broader, societal level.
104	Conley	Replies that these types of concerns are the source of the model. Explains that standards have been implemented without an overall perspective of student achievement. Reviews some recommendations of the model and the its emphasis beyond standards.
142	Roth	States that, beyond math, reading and the arts, the focus needs to be on heart, on the human side of education. Stresses the need to address these aspects of education and their beneficial effects.
162	Conley	Responds that people should look beyond test scores; schools that are working hard should be praised, even if they do not have high test scores.
189	Chair Winters	Notes that the model does not include the community or take account of the broader impacts that teachers have.
198	Conley	Replies that the model does take parent participation into account. Adds that the standard achievement tests can be used as a validated measure, but the tests do not address a teacher's total responsibility.
215	McKillop	Stresses the dramatic lack of resources and how out-of-touch policy makers are about the day-to-day struggle in schools.
240	Conley	Responds that the model does address material, book and technology costs. Indicates that the model can act as a tool to aid efforts to obtain more resources.

263	Chair Winters	Asks about the difference between the model's estimated effect of a \$4.95 billion budget and other (lower) estimates of its effectiveness.
269	Conley	Expresses uncertainty about the effects of funding on particular districts. Discusses different options for additional funds and the difference between deferred maintenance and phased implementation.
302	Colangelo	Emphasizes the difference between Roth's and Conley's impressions and expressions. Stresses that the model's impact will vary depending on who presents it at the local level.
332	Gertenrich	Underlines children's need for attention and time. Discusses the need to look at all aspects of education and not to limit the model. Stresses the need to move forward.
404	Andy Pate	Agrees with Gertenrich. Acknowledges the necessity of dovetailing the Department of Education's policies with the recommendations of the model. Stresses that the Department of Education should seek out feedback from teachers.
TAPE 12, B		
018	Chair Winters	Requests that the committee to submit their written concerns to the administrator.
032	Andy Pate	Inquires about the committee's purpose in relation to the model and what suggestions would be appropriate.
050	Bronstein	Replies that the committee will be breaking into work groups to evaluate particular parts of the model. Asks about the length of commitment.
067	Jan McComb	Administrator. Replies that the committee would like to complete its work by September, 2000.
080	Bronstein	Requests information about the different group topics for more specific responses.
101	Gertenrich	Asks if a motion on her part would be incorporated into the model.
109	Conley	Replies that the model is essentially complete.
118	Darrel Trussel	Reviews the major topics that have been discussed by the committee. Notes that the implementation of standards has occurred and solidified, at least in his area. States that higher expectations are a natural response to further funding. Indicates that the model is an evolving concept.

164	Pat Moss	Relates that one recommended funding level for the Salem school district is for full implementation of the model. Acknowledges the need for further resources and the importance of local funding decisions. Stresses that the model may be an effective advocate for teachers.
201	Conley	States that the Albany public schools are funding to the model's expectations.
223	Gertenrich	Asks when the final model will be available.
225	Chair Winters	Expresses uncertainty.
231	Conley	Replies that it will be available within a week.
236	Peggy Lynch	States that the editing has been done.
242	Chair Winters	Notes that the permission to publish was granted on June 3 rd .
250	Sal Cox	Comments that the teachers present are all post-CIM teachers. Recognizes the need for feedback from teachers about the 90% goal. Describes a personal experience with a particular student who is part of the 10% minority and not succeeding. Stresses that the model serves an important function as a goal.
316	McComb	Describes the possible direction of the committee and further work groups.
340	Bronstein	Suggests that McComb distribute more information to the committee members.
363	Conley	Indicates willingness to participate in a work group dealing with the 90% goal.
375	Colangelo	Emphasizes the need to recognize the differences in teacher effort.
400	McKillop	Stresses the need for Department of Education funding.
406	Rep. Hopson	Requests feedback from the committee members.
TAPE 13, A		
015	Gertenrich	Stresses the need for change.
018	Bronstein	Expresses willingness to comment on the model.
030	Roth	Calls attention to the passion of teachers.

036	Tiffany Pate	Mentions the need for local control of money and thinking about the source of school funding, especially the dependence on lottery money.
052	Moss	Acknowledges the importance of passion in teaching and the importance of teachers as role models.
083	McKillop	Comments on the importance of listening to the voice of teachers.
104	Rep. Hopson	Adjourns the meeting at 7:15 p.m.

Submitted By, Reviewed By,

Brad Daniels, Jan McComb,

Administrative Support Administrator

EXHIBIT SUMMARY

no exhibits