

SENATE COMMITTEE ON EDUCATION

February 26, 1999 Hearing Room B

1:00 p.m. Tapes 41-42

MEMBERS PRESENT:

Sen. Tom Hartung, Chair

Sen. Susan Castillo

Sen. Verne Duncan

Sen. Avel Gordly

MEMBERS EXCUSED:

Sen. Peter Courtney

Sen. Gary George

Sen. Marylin Shannon

STAFF PRESENT:

Jan McComb, Administrator

Jennifer Peck, Executive Support

MEASURE/ISSUES HEARD:

Introduction of Committee Bills

Implementing the 21st Century Schools Act

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 41, A		

000	Chair Hartung	Opens meeting at 1:11 p.m. and introduces the work session to consider introduction of committee bills.
<u>INTRODUCTION OF COMMITTEE BILLS</u>		
006	Sen. Shields	Senate District 9. Sponsor of LC 4013. Explains LC 4013, which builds a statewide training program on healthy brain development. Comments it would be good for administration of day care, since day care providers could be made aware of and offered helpful information on brain research.
038	Sen. Shields	Requests LC 4013 be introduced as a committee bill.
042	Sen. Gordly	Clarifies the impact of LC 4013 that affects educational efforts.
053	Sen. Shields	States Sen. Gordly and Rep. Montgomery who are even more versed in the contents of LC 4013.
059	Chair Hartung	MOTION: Moves LC 4013 BE INTRODUCED as a committee bill.
Chair Hartung		Hearing no objection, declares the motion CARRIED.
		VOTE: 4-0 EXCUSED: 3 - Courtney, George, Shannon
062	Chair Hartung	Opens discussion of LC 3960.
064	Jan McComb	Administrator. Explains LC 3960 which gives teachers a salary increase if they are board certified. Also explains LC 3960-1.
086	Sen. Gordly	Comments that they must recognize the intention of those who requested the LCs be introduced. Asks about funding and that the committee consider the kicker.
098	Sen. Duncan	States he likes the certification and incentive concepts, but has a problem with the mandate itself. States the certification should be valued, but those who do not have it should not be ostracized. Looks forward to the discussion this committee will have in the future, if this becomes a bill.
115	Sen. Castillo	Asks if national versus statewide certification would be different.

118	Sen. Duncan	Explains it would be a challenging and long process.
130	Chair Hartung	Asks how many teachers in Oregon are certified this way.
131	Tricia Bosak	Oregon Education Association. States there are none.
134	Chair Hartung	MOTION: Moves LC 3960 BE INTRODUCED as a committee bill.
	Chair Hartung	Hearing no objection, declares the motion CARRIED.
		VOTE: 4-0 EXCUSED: 3 - Courtney, George, Shannon
135	Chair Hartung	MOTION: Moves LC 3960-1 BE INTRODUCED as a committee bill.
	Chair Hartung	Hearing no objection, declares the motion CARRIED.
		VOTE: 4-0 EXCUSED: 3 - Courtney, George, Shannon
139	Chair Hartung	Closes work session on introduction of committee bills and opens the informational hearing.
<u>IMPLEMENTATION OF THE 21st CENTURY SCHOOLS ACT</u>		
152	Linda Wakefield	Principal, Vernon Elementary School, Portland. States the opinions she expresses today are purely hers and not a reflection of those she works with. States in 1996 she returned to her school, reviewed the new standards, and reflected how her students compared to the standards. Supports school reform as a good thing. Cites a few examples of students who are using different strategies to solve problems.
212	Wakefield	Comments that her school district's vision is "all students achieve," and "failure is not an option." States the Kenton School is in a very low socio-economic category. States 70% of their students met benchmarks.
258	Sen. Duncan	Comments on that the attitude of the principal, in this case Wakefield, is a very

		important element to how well the changes were implemented.
267	Wakefield	Explains how the Kenton School reformed and brought the students up to standards. States the goal was for everyone to pitch in, including herself, to share ideas, be flexible, and really meet student needs. States the Kenton "team" takes everyone and there is no single superstar. Explains more of their school's philosophies, where their goal is to consider the students who are furthest from the benchmarks, then to hone their own skills, as a staff, to make those students come up to the expected standards.
330	Wakefield	States their instruction needs to be consistent from classroom to classroom and between teachers. States the children, also, need to be aware of the structure and the standards. Explains she, as the principal, stayed focused on how she could support all the teachers and students and that she needs to pay attention to attendance and other, new teaching methods.
375	Wakefield	Explains she applied for a \$20,000 grant, which her school received and the money was used towards essential supplies and books.
411	Wakefield	States they assimilated lists of the staff's weakest and strongest areas.
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002	Wakefield	<p>The staff asked themselves if each item in the school's day moved the students towards the benchmarks. They needed to ask themselves if they were doing some things because, "we've always done it that way."</p> <p>Explains she is now at another school, Vernon Elementary School, which is struggling. States a difficulty is the standards keep changing and it confuses everyone involved, because they do not know when to be pleased with their work.</p>
064	Wakefield	Comments that staff meetings and workshops can be more work than help for teachers. Comments that the theory teachers get paid 12 months for "only" nine months of work is inappropriate. Explains her teachers do not have someone to guide them, as new programs are implemented, on how to teach the new programs. Explains she works extremely hard and is overwhelmed with all that needs to be done.
120	Wakefield	Shows a couple of student files and explains they are very disorganized. Suggests color coding files to distinguish different kinds of work samples, equally, for every student in the state. Gives an analogy of an airplane maintenance check, which compares to how detail oriented the education system should be as they consider students' achievement.
175	Sen. Gordly	Thanks Wakefield for taking the time to give this powerful testimony. Explains the committee has added the 21 st Century standard implementation to the committee's priorities to consider. Suggests she speak with her district's legislators.

201	Wakefield	States the new standards were a wake up call which was important.
207	Sen. Duncan	States she presented good points about the changing, confusing signals schools are sent. Comments on the importance of the team concept. Asks about the \$19,000 base operating budget.
232	Wakefield	Explains it pays for a wide variety of specific items and services to support programs at the school, such as books, field trips, computer equipment, paints, and copy machines.
254	Sen. Duncan	Asks about the amount of money given to schools.
255	Wakefield	Explains the district gives an allotment of about \$50 per student for supply basics.
260	Sen. Duncan	Clarifies each school gets an equal amount of money per student. Asks how many teachers are in the school.
267	Wakefield	States there are 25 classrooms, over 36 teachers, and 550 students. States she has applied for two other grants, to support her reform efforts. Explains that includes lots of meetings, time, and preparation, but is the only way to support her reform efforts.
283	Chair Hartung	States at one of their meetings last week they were told they should hear from actual teachers and administrators, so this testimony is especially valuable.
296	John Withers	Principal, Atkinson Elementary School, Portland. Presents (EXHIBIT D). States, similar to Wakefield's philosophy, teamwork has been an essential foundation to their school's success. States the real leadership in the building has been the parents, teachers, and principal all working together and focusing on the same target.
330	Joyce Creswell	Parent of two children at Atkinson Elementary School, Portland. Explains it became clear the parents had a lot to offer the school. Comments on the Local School Advisory Committees (LSACs) which evolved into site councils and discussions and whether the daily instruction was actually helping the children move towards the goals. States they started writing school improvement plans early in the 1990s, with the benchmarks as their goals. Explains they have faculty and parents meet together so faculty can have an interactive process, helping to educate parents on the processes in the school.
390	Creswell	States they have moved to mixed age class rooms. Explains they allow the students to leave early on Fridays so the faculty can have time to work as a team for planning reasons. Explains they have very effective second language classes at the school and parents are considered equals in the school.
TAPE 41, B		

010	Chair Hartung	Comments on a parent who addressed the committee and was concerned that the parents are not as interested in helping, currently, as they had been, previously.
032	Sen. Castillo	Asks what else the state could do to help their school.
037	Withers	States their further testimony may answer those questions. Explains he speaks on behalf of several hundred parents and 60 faculty to describe the discussions they have had, along with their recommendations. Comments on their three-pronged philosophy of "Review, Reflect, and Revision." Explains their school has embraced the new state standards and constructed their curriculum around it. Discusses standards as they relate to student achievement. Comments on the need for English proficiency of all students.
079	Withers	Gives some statistics which show the improvement of students at their school. Refers to the writing scoring guide, included in EXHIBIT D . States the teachers must know this guide well enough to be able to grade a paper, using these standards, within five minutes.
103	Sen. Duncan	Asks about the scoring guides.
104	Wakefield	Explains to meet the benchmark in math a score of 4 must be achieved. Comments on the scoring the Vernon School used.
118	Withers	Explains there is an anchor paper used to train the teachers and a yearly training session is offered to teachers. Asks committee members to review the writing sample, in EXHIBIT D , and consider that teachers have five minutes to grade a typical paper.
141	Withers	Explains there are six possible grades and each grade has requirements and four bullets which clarify the difference between the grades. Explains this sample is a grade "four" for content. Explains they also have the additional task of notifying parents of the standards for grades. States they estimate teachers spend 50-100 hours in a year to learn and adapt to the standards. Explains that for each sample there are three days of assessment (for three samples plus once for the state), plus grading, which is at least 2.5 hours, and much time to enter the information onto three different reporting forms. Beyond that teachers also must direct their instruction towards the students that did meet the standards, while challenging the students who are ready to move ahead. States there are a total of seven of such scoring guides.
211	Withers	States all of the teachers and himself, as principal, take the same training so they know how to apply the information to the student. Explains the five days of lessons, three days for tests, and six days for work samples. States there are 10 days for scoring the work and five days to fill out the documentation, plus time to inform the parents. All this time is beyond instruction time.
271	Withers	Reviews the time it takes, how large the load is on the teachers, and the additional pressures on the students. States the class sizes are too high to cover all of these scoring guides and teach the other curriculum. Comments on

		<p>accelerating the rate of instruction to meet the standards and how that requires extra support for students who were lagging behind from the start. States the standards mean the teacher's efforts are diverted so that they have less ability to teach in creative ways. States some of the best teaching and great learning ideas are not directly related to the standards, so they must now be left out of instruction. Comments that materials were not provided to teachers, which should have been, to orient them to grade standards correctly.</p>
348	Withers	<p>Comments that teachers need to master the seven scoring guides in order to meet the requirements of getting students up to standards. States next year they are expected to master ten scoring guides, which they cannot do. States it is time to reconsider and revise the state teaching standards, using the people closest to the process to make the changes.</p>
370	Withers	<p>Recommendations while reconsidering the standards:</p> <p>Review the timelines of implementation (not overwhelming teachers or students).</p> <p>Review the number of work samples that is expected.</p> <p>Encourage the reduction of class size.</p> <p>Provide additional development time for teachers, where they do not need to be pulled out of their classrooms.</p> <p>Extend the school year or fund comprehensive summer programs.</p> <p>All this should be done before implementing the new standards in 1999-2000.</p>
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019	Chair Hartung	<p>Thanks Withers for his testimony and comments on a report that will be issued by JoAnn Flint in March that will address these issues.</p>
027	Creswell	<p>Comments the parents support the standards. States they were concerned about class sizes and are concerned with developmental appropriateness for youngsters. Relates a classroom she observed that had a lot of difficulty taking the tests. States a lot of pressure is being put on children to prove the teachers are effective. Suggests they consider the teacher education standards.</p>
065	Sen. Castillo	<p>Asks about the schools who have not been able to receive the grants.</p>
070	Withers	<p>States their school has been very aggressive about getting grants, but without those funds it would not have been possible to achieve all they have achieved.</p>
081	Chair Hartung	<p>Explains he will approach the absent committee members to address the comments made today.</p>
		<p>Staff distributes a letter and an LC from Rep. Randall Edwards (EXHIBIT H).</p>

091	Sen. Gordly	Comments on LC 3455, as in the exhibit, which is being presented by Rep. Randall Edwards to limit statewide school assessment systems in grades three, five, and eight in mathematics and English. Asks if Withers has talked with Rep. Edwards about these issues.
107	Withers	States he has spoken with Rep. Edwards and was able to see a draft for legislation the previous week.
111	Chair Hartung	States they will give copies of LC 3455 to Withers and Creswell to see it is the same as the draft they considered.
114	Sen. Gordly	Asks Creswell, in reference to being an environmental school, if they have been discussing the criteria of charter school legislation.
120	Creswell	States they have been discussing those criteria and believes there is a generally favorable opinion about the criteria.
127	Sen. Gordly	Asks if Wakefield has done a survey of parents and their understanding of the new standards.
130	Wakefield	States they have addressed those issues at parent-teacher conferences. Presents (EXHIBIT E) , which are sample math problems from two years ago.
148	Sen. Gordly	States she trusts the questions are, indeed, complex.
154	Withers	Submits (EXHIBIT F) .
155	Chair Hartung	Comments there are only 10 more minutes until the meeting will adjourn.
160	Tricia Bosak	Office of Assessment and Evaluation, Oregon Education Association (OEA) representative. Presents testimony (EXHIBIT G) . Comments on the conscientiousness of teachers and their desire to be well-prepared. Introduces Courtney Vanderstek and Teresa Carter.
193	Courtney Vanderstek	<p>Assistant Executive Director, Center for Teaching and Learning, OEA. Comments that their major goals are to help teachers approach excellence through preparedness. Explains teacher expertise is the single most important factor in student learning. Comments American teachers spend more time on their jobs than teachers in other countries.</p> <p>Reiterates the workshops do not work well. Professional development will be more effective if it directly meets the schools goals.</p> <p>States the OEA is anxious to get surveys back from teachers who are assessing what they need.</p>
263	Vanderstek	States principals need to acquire new administrative methods and adjust to new

		requirements of their jobs.
284	Teresa Carter	Teacher of 20 years. Explains she was a teaching mentor last year. Explains the new standards have been a great deal of work. Supports the testimony which has already been offered today by Withers and Wakefield. Refers to EXHIBIT G , as it is a sample of the level of understanding students must now achieve. Gives an analogy of a diver and their judges at a competition as it compares to students and the knowledge teachers must have in order to assess and teach well.
359	Carter	Explains teachers need time to assess if the new programs are working well. Comments on schools that do not get grants and how there is inequity across the state. States they are not clearly articulating what needs to happen with students who do not meet the standards and that causes a great deal of confusion. States that needs to be resolved. States school reform affects classes, students, teachers, licensure structure, and the teacher training structure, which requires a great deal of time to implement.
400	Chair Hartung	States they will hear from her in the future.
406	Sen. Gordly	Asks if the survey has been conducted in coordination with the department.
408	Vanderstek	States the department is pleased the survey is being conducted.
410	Sen. Castillo	Comments this testimony makes her understand why Eugene teachers who approach her seem so worried and full of stress about the standards.
418	Chair Hartung	Closes the informational hearing and adjourns meeting at 3:02 p.m.

Submitted By, Reviewed By,

Jennifer Peck, Jan McComb,

EXHIBIT SUMMARY

A ñ LC 4013, staff, 2 pp

B ñ LC 3960, staff, 6 pp

C ñ LC 3960-1, staff, 1 p

D ñ 21st Century Schools Act, written testimony, charts, sample, John Withers, 14 pp

E ñ 21st Century Schools Act, sample and chart, Linda Wakefield, 2 pp

F - 21st Century Schools Act, assessment, John Withers, 5 pp

G - 21st Century Schools Act, sample, Tricia Bosak, 12 pp

H - 21st Century Schools Act, letter and LC 3455, Rep. Randall Edwards, 6 pp