

SENATE COMMITTEE ON EDUCATION

March 12, 1999 Hearing Room B

1:00 p.m. Tapes 51-52

MEMBERS PRESENT: Sen. Tom Hartung, Chair

Sen. Susan Castillo, Vice-Chair

Sen. Peter Courtney

Sen. Verne Duncan

Sen. Gary George

Sen. Marylin Shannon

MEMBER EXCUSED: Sen. Avel Gordly

STAFF PRESENT: Jan McComb, Administrator

Karen O'Kelley, Administrative Support

MEASURE/ISSUES HEARD: Oregon Alliance of Children's Programs

Report on Certificate of Initial Mastery

SB 366 Public Hearing

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 51, A		
003	Chair Hartung	Opens meeting at 1:07 p.m. and welcomes the Oregon Alliance of Children's Programs.
<u>OREGON ALLIANCE OF CHILDREN'S PROGRAMS</u>		

011	Janet Arenz	Executive Director, Oregon Alliance of Children's Programs. Submits (EXHIBIT A) .
025	Jacob Farnes	Student, Alberta Kerr. States that his school needs more funding. Describes the day-to-day activities at his school. Believes that the Alberta Kerr School has helped to get his life back on track.
080	Sen. Duncan	Asks Farnes what school he plans to attend when he leaves the Alberta Kerr School.
083	Farnes	Responds that he plans to attend Milwaukie Junior High.
089	Kristie Cantrell	Student, Lithia Springs School. States that prior to being enrolled at this school, she was a dropout. Comments that Lithia Springs has helped her a great deal because she will graduate in 18 months.
121	David Rineman	Student, Parrott Creek Residential Program. States that he receives more one-on-one attention at his current school than he did at his former high school. States that he participates in anger management and self-management groups.
178	Sen. Duncan	Asks Rineman if he is learning anger control skills at the school that will carry over into his life when he leaves the school.
179	Rineman	Responds that he is.
181	Vice-Chair Castillo	Wishes the students the best of luck. Thanks the students for coming and sharing their experiences.
217	Chair Hartung	Closes the informational meeting on the Oregon Alliance of Children's Programs and opens the informational meeting on the Report on Certificate of Initial Mastery (CIM).
<u>REPORT ON CERTIFICATE OF INITIAL MASTERY</u>		
228	Joanne Flint	<p>Department of Education (DOE). Submits (EXHIBIT B). States that in August of 1998, curriculum directors from around the state suggested that the DOE create a task force to review the implementation of the CIM. Explains that the DOE created this task force with members representing a wide range of school districts. States that the task force focused primarily on the districts' progress toward:</p> <ul style="list-style-type: none"> • Aligning curriculum with state academic content standards. • Training teachers, administrators, and staff. • Preparing students to meet the state academic content and performance standards.
292	Flint	States that based on the review, the task force developed recommendations

		which were presented to Stan Bunn in February of 1999. Comments that Bunn and DOE associate superintendents supported the recommendations.
342	Flint	<p>States that the task force recommendations are based on several factors. Comments that the recommendations reflect the time necessary for the DOE to produce quality standards and the time for school districts to train teachers. States that the task force considered the need to notify educators, parents, and students of the standards and assessments, the workload of the teachers, and the availability of instructional and assessment resources. States that as a result of the task force review, the following recommendations were made:</p> <ul style="list-style-type: none"> • The State Board of Education should reset the timeline for phasing in subjects required for the CIM.
421	Sen. Courtney	Asks Flint if a teacher has the freedom to push students to the highest standards possible. Asks if the new standards would get in the way.
447	Flint	Responds that the teachers must have their students meet the minimum standards. States that the language in the statute currently states that the students who exceed all standards need to have additional opportunities available.
459	Sen. Courtney	Asks if there is an administrative rule that would prohibit a teacher from encouraging students to reach the highest standards possible.
TAPE 52, A		
004	Flint	Responds a school district would not try to slow down a good teacher who is helping all students to achieve higher standards.
009	Sen. Duncan	Agrees that a teacher must help all students.
012	Flint	<p>Continues to list the recommendations from the task force:</p> <ul style="list-style-type: none"> • Have the DOE study the capacity of school districts to implement the arts and second languages. • Have the DOE study the number of work samples that are sufficient for students to demonstrate proficiency.
068	Sen. Duncan	Introduces his granddaughter in the audience.
073	Vice-Chair Castillo	Gives her approval of the DOE looking at the scoring guides.
078	Flint	<p>Continues to list the recommendations from the task force:</p> <ul style="list-style-type: none"> • Have the State Board of Education maintain the number of work samples until the work sample study is completed.

091	Sen. George	Asks Flint if the DOE has measured kids who are having problems against the old testing standards, as well as with the new standards.
095	Flint	Responds that the old testing system did not allow for consistent measurement across the state.
		<p>Continues with the recommendations from the task force:</p> <ul style="list-style-type: none"> • Have the DOE study state writing and mathematics problem-solving assessments. • Have the DOE align the instructional materials adoption cycle with the CIM implementation schedule. • Have the DOE communicate decisions regarding implementation timelines, cycles, and accountability to districts no later than May of each school year, if they are to be in effect for the following year.
141	Sen. George	Asks if textbook manufacturers have changed the textbooks to meet the new educational goals.
143	Flint	Responds that they have.
148	Sen. George	States that it would have been beneficial to test some of the educational goals with some of the charter schools before making them a requirement.
161	Sen. Duncan	Tells a story about Texas being a large buyer of textbooks.
172	Chair Hartung	Asks Flint to discuss the problem of trying to keep textbooks up-to-date.
175	Flint	Responds that instructional materials can be used instead of textbooks. States it would be beneficial for teachers to learn more about what types of instructional materials are available.
198	Sen. Shannon	Agrees with Sen. George's comments. Wishes that the standards would have been tested before they were mandated across the state.
213	Chair Hartung	<p>Believes that the DOE is moving in the right direction with the new standards.</p> <p>Discusses the idea that charter schools would give Oregon the opportunity to use innovative ways to deliver education.</p> <p>States that innovative programs should be teacher and student driven.</p>
275	Sen. Duncan	Comments that a pilot program like what Sen. George is referring to would have taken too long.

299	Sen. Shannon	States that, typically, pilot programs are used before a plan is fully implemented.
312	Sen. George	Commends Flint and the DOE for using good ideas to help educate children.
320	Flint	<p>Gives the final recommendation from the task force:</p> <ul style="list-style-type: none"> • Have the DOE communicate decisions regarding implementation timelines, cycles, and accountability to districts no later than May of each school year, for the following year.
363	Chair Hartung	States that he would like a follow-up from the DOE after the information is presented the to the State Board of Education.
383	Chair Hartung	Closes informational meeting and opens public hearing on SB 366.
<u>SB 366 PUBLIC HEARING</u>		
390	Flint	Submits (EXHIBIT C) . States that the DOE strongly supports SB 366. States that this bill would amend the Beginning Teacher Mentor legislation enacted in 1987 that has been unfunded since the 1995 biennium.
TAPE 51, B		
004	Flint	<p>States that SB 366 would provide for \$2,000 per mentor for up to 2,000 new teachers and administrators per year. Adds that the legislation would make the programs available for about 40 percent of new teachers and administrators statewide each year.</p> <p>Refers to the handbooks from the David Douglass and Reynolds School Districts. States that the handbooks are excellent resources for new teachers.</p>
053	Flint	States that, in some ways, SB 366 is the most strategic investment that can be made in the professional development of teachers.
063	Sen. Duncan	Comments that the cost does not seem very high.
065	Flint	Adds that the fiscal impact is \$2,000 per mentor. States that the DOE believes that this is the most cost effective way to reach the greatest number of people through a quality program.
080	Chair Hartung	Asks if the term "administrators," as written in the bill, would include principals and superintendents.
082	Flint	Responds that it would, although she suspects that there would not be many superintendents that would be applying for the program.

094	Tricia Bosak	Oregon Education Association. Supports adding administrators to the mentoring program. Urges the committee to provide funding for the program. Believes that mentoring teachers is very important. States that this is an important program for retaining teachers.
138	Ozzie Rose	Confederation of School Administrators (COSA). Testifies in support of SB 366. Comments that having the state get involved with the training of good teachers would be a wise use of resources.
162	Sen. Duncan	Asks Rose, if the funding were available, if he would like to have a mentor program that lasted for a longer period of time.
165	Rose	Responds that he would. Adds that he would like to see a significant internship program as well. Comments that COSA invests two-thirds of its resources in training activities for their members.
184	Chair Hartung	Closes public hearing on SB 366. Mentions that next week the Senate and House Education Committees will have a joint meeting to hear about Governor Kitzhaber's budget and a report on the Oregon Quality Education Model.
201	Sen. Shannon	Refers to letters included in EXHIBIT A . Believes that listing the children's last names is a violation of their privacy. States that the issues that the children are writing about are very personal.
234	Chair Hartung	States that two of the honorary pages would like to testify about the CIM.
238	Evan Johnson	Sophomore, South Albany High School.
239	Vincent Lew	Sophomore, South Albany High School. Expresses concern about the CIM. Explains that next year they will be required to take more CIM classes which will cut into some of the advanced placement classes that are currently available.
276	Sen. Shannon	Asks Lew for an example of CIM class that will replace an advanced placement class.
278	Lew	Answers sophomore history. Believes that the sophomore and junior classes are being short-changed out of a better education since they will not be able to take the classes that they want to.
292	Sen. Shannon	Recaps that the students believe that the academic quality is going down at South Albany High School because of the CIM.
296	Lew	Agrees with Sen. Shannon. Believes that the majority of the students and

		teachers at South Albany High School agree.
304	Sen. Shannon	Asks why they do not come and testify.
306	Lew	Believes that teachers cannot testify because they are too busy.
307	Sen. Shannon	States that the committee would love to hear from the teachers and students.
317	Sen. Duncan	Asks Flint if she would check into the concerns at South Albany High School.
325	Lew	States that next year psychology, Spanish Five, and independent study will be cut.
342	Chair Hartung	Adjourns meeting at 2:28 p.m.

Submitted By, Reviewed By,

Karen O'Kelley Jan McComb

Administrative Support Administrator

EXHIBIT SUMMARY

A ñ Oregon Alliance of Childrenís Programs, written testimony, Janet Arenz, 55 pp

B ñ Report on Certificate of Initial Mastery, written testimony and chart, Joanne Flint, 3 pp

C ñ SB 366, written testimony, Joanne Flint, 2 pp