

HOUSE COMMITTEE ON

HUMAN RESOURCES AND EDUCATION

February 6, 1995           Hearing Room  
8:00 a.m.

Tapes 24-27

MEMBERS PRESENT:

Rep. Dennis Luke, Chair  
Rep. Frank Shields, Vice, Chair  
Rep. Bill Fisher  
Rep. Mike Lehman  
Rep. John Meek  
Rep. Pattie Milne  
Rep. Barbara Ross  
Rep. Lynn Snodgrass  
Rep. Charles Starr  
Rep. Terry Thompson  
Rep. Sharon Wylie

STAFF PRESENT:

Jan McComb, Administrator  
Tom Mann, Administrator  
Shelley Jones, Assistant  
Pam Berger, Assistant

MEASURES HEARD:

Governor Kitzhaber's address to committee on Education  
HB 3565, Section by Section Review

These minutes contain materials which paraphrase and/or summarize  
statements made during this session. Only text enclosed in quotation marks

report a speaker's exact words. For complete contents of the proceedings,  
please refer to the tapes.

TAPE       24, SIDE A

004       CHAIR LUKE: Opens meeting at 8:03 a.m.

005       GOVERNOR KITZHABER: Addresses the committee on education issues.  
Submits and reviews written testimony. (EXHIBIT A)

011       -Committed businesses, schools, parents and communities must work  
together.

          -Maximum value for their tax dollars, well educated work force, competitive

local, national and international economy.

060       -Look for ways to help schools manage the bind between scarce resources  
and approaching deadlines.

071 SHIELDS: Questions Governor on the history of the education reform bill from the last legislative session.

080 GOVERNOR KITZHABER: Provides a broad conception framework policy objectives with not a lot of details. Passed by signification by-partisan majority votes in both the House and the Senate support. Hope that we can approach this from a policy stand point and not a rurual versus urban or Republican versus Democrat.

091 WYLIE: Major theme of complaint is the standards are vague, methodology needs to be more specific, outcomes are conceptual, rather than specific.  
.....

110 Governor Kitzhaber: Fundamental questions is do we think we are going to being competing in an economy different from today, and how do we prepare for that.

132 MEEK: Three years now to implement HB 3565, as the details now have come about, we seemly have left the citizenship behind, not getting the answers, the details of the implementation.

What are the visions, the details.

150 GOVERNOR KITZHABER: Enormous latitude, the methodology in what we are doing. In support of reviewing it, but posed to efforts to repeal it.

165 THOMPSON: Questions on reducing classroom size, particularly the lower grades.

173 GOVERNOR KITZHABER: Classroom size is related to resources.

180 SNODGRASS: Teacher accountability, and how to measure if the reforms are working.

185 GOVERNOR KITZHABER: Measurement of the act, A, # of students how actually achieve the certifications.

200 REP. ROSS:

221 REP. FISHER: Are the goals realistic.

225 GOVERNOR KITZHABER: Objective is to set the goal above average.

233 CHAIR LUKE: Thanks the Governor for attending the meeting.

245 CHAIR LUKE: The committee will review HB 3565, section by section. Set the ground rules.

281 VICKIE TOTTEN, LEGISLATIVE ADVOCATED, OREGON SCHOOL BOARDS ASSOCIATION:

Reviewed each section and gave a nuetral interputation of the law.  
(EXHIBIT B)

350 TOTTEN: Section 1 comments on an annual review by each Legislative Assembly.

380 MEEK: Served on Education last session, very clear that the public hearing on HB 3565, the committee heard comments, but not suggestions for changes. No changes were going to be allowed to be introduced.

410 MILNE: Agrees with Rep. Meeks comments. Also served on Education Committee last session and the committee did limit comment, and states it was not like the public meetings held this past two weeks in which a lot of public comment was solicited.

060 SUNSERI:

075 MICK YOURS: Comments on Section 2 (3) and the phrase "a restructured educational system is necessary to achieve the state's goals of the best educated citizens" and comments on the language

090 SUNSERI: Comments on the certificates of mastery issue.

105 MILNE: Concerns on elimination of diploma's and replacement with certificates of mastery.

110 FLINT: Clarifies that the certificates will not replace the diploma, and would not necessarily be removed, it would be a local decision.

124 SHIELDS: Is there anything in the bill that would stop a local school district from having all three, certificates of mastery, diploma and grades.

144 TOTTEN: This is your opportunity to clarify the law that was written. Part of the problem is there has not been a legislative conversation. Now is the opportunity to put flesh on these bones. Legislative intent was made with you, you now have an opportunity to address concerns that have emerged in trying to implement.

175 SUNSERI: The administrative rules are the process used by local districts to interpret the legislative intent. If the rules are not clear, they need to be developed so districts that are trying to implement, have something to follow.

233 TOTTEN: Discussed establishment of statewide standards, referred to the Report of the Oregon State Board of Education to the Oregon legislative Assembly, January 1993, (EXHIBIT C) and some of the problems that developed in one of the first demonstration sites, Cottage Grove. 281 -Section 3, the intent of the Legislative Assembly and the characteristics.

363 FLINT: Discussed the departments development of standards. Performance standards, contents standards, common curriculum goals, national content based standards, quality of performance is a major concern and needs to ensure that it is consistent.

450 SUNSERI: Questions what are the standards, and what is the common standards. Shared some of the standards are used currently and described a few for the committee.

TAPE 24, SIDE B

070 EWERS: What has been left out the a very clear definition of the standards for the certificates. Minimum competency, in redefining the common curriculum goals, they have not addressed any sort of academic outcome.

105 SUNSERI: Comments on Section 3 (7) (8) (9) and the controversy over the language.

150 MEEK: Addressed concerns that individual interpretation between the legislature, citizens and schools administrators needs to .....

195 FLINT: Taking something very complex, a teaching and testing process and trying to explain it to lay people in the detail people are currently asking for.

225 FISHER:

310 SHIELDS: Questions on why Joanne Flint, Department of Education is representing the department instead of Norma Paulus.

330 LUKE: Answers that it was his request that Ms. Flint do the presentation and not Superintendent Paulus.

404 EWERS: Comments on

423 WYLIE: Comments on consistent attacks on developmentally appropriate education and outcomes based education. Would like to know the difference of those two educational systems.

TAPE 25, SIDE B

041 SUNSERI: Explains the difference in developmentally appropriated education and outcomes based educations.

085 FLINT: Discussed educational philosophy within the state.

090 MILNE: Section 3 (12), comments on attitude and the meaning of the term "promoting attitudes".

130 TOTTEN: Section 4, comments on employers recognition of the education process.

190 THOMPSON: Comments that in his local school districts they have had problems in coordinating the Section 4 (2) and encouraging employers or expecting employers to participate in the education process.

231 TOTTEN: That language was put in to coordinate with the Workforce Quality Act, especially Section 6 and the emerging workforce issues that need to be addressed.

270 EWERS: The certificate of mastery is linked to .....

290 TOTTEN: Reviews Section 4a, 4b, 4c together and comments that this section is the precursor on to the enabling legislation for the State Commission on Children and Family and the language included in these two sections. Defines "families" and what "services" are provided to "young children".

340 -Statues that refer to the Oregon Coordinating Council on Children and Families.

385 SUNSERI: Comments on the integration of social services and bringing social services into the school, and not focusing on education and how it has failed in other counties.

435 LEHMAN: Does this bill require districts to bring in social services.

445 TOTTEN: The bill does not require districts, it is up to them individually.

470 MILNE: Discussed if it is mandated policy or voluntary for districts to provide social services on campus.

TAPE 26, SIDE A

050 LUKE: Presented the example of the City of LaPine, where the community put up a building on the high school property to be able to provide social services. It is up to communitites to develop solutions.

075 MILNE: Concerns from educators, and the loss of academic time

125 TOTTEN: Reviews Section 5.....

275 EWERS: Common circulum goals, and the conflict with the issue.

293 -Benchmark that certain educational level is reached.

300 -Portfolio assessment, and compare ourselves, not only nationally, but internationally.

325 FLINT: Explains what the portfolio will include, but still working on

what will be included in the portfolio.

340 ROSS: Questions that the standards for bottom line education is being raised and not lowered.

345 FLINT: Absolutely.

400 LUKE: Concerns expresses on how you can hold people and children accountable, when the standards are not yet established or finalized.

448 SHIELDS: States that education is always an experiment. If there are comments on experimenting with our children, people need to know that each educational process is an experiment.

TAPE 27, SIDE A

050 MEEK: Questions on the portfolio and the time involved in assessing portfolio, measuring performance from the portfolio, and taking away from the academic time available for teaching.

091 TOTTEN: Section 32 of the law, and definition of when a school is defined as sub-standard.

-Comments that the barrier, was the implementation and in order to obey the law, the implementation has become the enemy.

125 SNODGRASS: Has the Department of Education discussed the possibility of stopping the implementation of HB 3565 process and just implementing the early grades implementation.

130 FLINT: As educators, we have those type of discussions, on how to implement, when to implement and yes we have had the conversations on slowing down the implementation.

176 SUNSERI: We did not establish a pilot project, we had a state-wide mandate. When this was passed, the Department of Education did not know the true cost of the implementation.

229 -Examples of success were given during the debate to pass HB 3565, and the comparisions were not accuratly represented after research of the information.

320 TOTTEN: Reviews Sections 7,8 & 9 on site visits, development and implementation of local improvement plans, self- evaluations that serve as the core component in implementation of standards.

361 -School district profiles, concise budget report, including revenue and expenditures of the district.

395 -Section 10, and Oregon Report Card on the state of the public schools and progress towards achieving the goals contained in sections 2 and 3 of the act.

TAPE 26, SIDE B

040 -ORS 336.555

400 -Section 16,

TAPE 27, SIDE B

070 STARR: Speaks on outcome based education and that the mandate is really coming from a national level and a national move toward outcome based education.

110 FISHER:

130 CHAIR LUKE: Adjourns meeting at 11:35p.m.

Submitted by:

Shelley M. Jones  
Committee Assistant

Reviewed by:

Jan Mc Comb  
Committee Administrator

EXHIBIT LOG: