

HOUSE COMMITTEE ON
HUMAN RESOURCES AND EDUCATION

March 1, 1995 Hearing Room
8:00 a.m. Tapes - 44

MEMBERS PRESENT:
Rep. Dennis Luke, Chair
Rep. Frank Shields, Vice Chair
Rep. Bill Fisher
Rep. Mike Lehman
Rep. John Meek
Rep. Patti 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

MEASURES HEARD:

Informational Meeting-Education Reform Act for the 21st Century
-Review of Draft Amendments to

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 41, SIDE A

INFORMATIONAL MEETING- EDUCATION REFORM ACT FOR THE 21st CENTURY REVIEW OF
PROPOSED AMENDMENTS TO ORS 329.000

005 CHAIR LUKE: Calls the meeting to order at 8:05 a.m.

008 WAYNE NEUBURGER, ASSESSMENT AND TECHNOLOGY, DEPARTMENT OF EDUCATION:
Submits and reviews sample testing documents with the committee. Also included is a portion of the Oregon Report Card.(EXHIBIT A)

058 THOMPSON: Questions on story problems given in the mathematics test.

110 LEHMAN: Asked about the use of calculators at the lower grade level.

115 NEUBURGER: Expectation is student can do mathematics with the use of a calculator or without.

125 SNODGRASS: Questions the scoring guide used on the Open-ended Mathematics Pilot Assessment document included in (EXHIBIT A).

160 NEUBURGER: Explains the methodology used in the mathematics test scoring.

215 MILNE: Questions on current state assessment levels, and how is it determined what test is appropriate for certain grade levels.

264 NEUBURGER: Comparison testing to other parts of the county are given on a federal level.
-Content of the test is looking at national goals for performance.

295 -In comparing Oregon's test to the national test, performance on Oregon's test is currently at a higher level than the national test levels.

340 LUKE: Questions how well the testers are at scoring the test and is it a more formal or informal testing situation. Also, is the test reviewed with the students so they can use it and discuss it with the teacher.

400 SHIELDS: Questions on testing and the teachers understanding of the scoring guides.

432 NEUBURGER: The scoring guides are reviewed with teachers for their feedback.

TAPE 42, SIDE A

040 MILNE: Questions the CLAS assessment, the higher education performance assessment test.
060 -Would like an estimate of the cost and asked if grants are being used for implementation.

070 JOANNE FLINT, DEPARTMENT OF EDUCATION: Explains the Oregon proficiency based assessment system being developed. It is expected to be on-line in

1995. Clarifies that the CLAS system that Rep. Milne refers to is a California state assessment system and Oregon is not involved in the CLAS.

120 SNODGRASS: Questions on the scoring of the test, and how the teachers are used to score it.

140 LUKE: Distributes two sets of proposed amendments titled Rep. Luke/Workgroup amendments (EXHIBIT B) and Rep. Milne and Rep. Meek amendments (EXHIBIT C).

180 MEEK: Explains the (Exhibit C) amendments.
221 -Clarifies what the endorsements are.

245 McCOMB: Reports that in the draft, anything that is changed is underlined.

280 MILNE: Refers to the programs in existence now. By deleting Section 25 and combining some of the intent with Section 28, it intention is clearer.

310 SNODGRASS: Asked if there will be a provision if a school district op.'s to implement. Also, will there be funding available for voluntary implementation.

363 LUKE: Clarifies that in his proposal, it is up to the Department of Education to review implementation cost, prepare a study and report back to the Legislative Assembly.

389 McCOMB: Reviews the ORS 329. (1993 Edition) Table of Contents. Areas highlighted will be impacted by any amendments. (EXHIBIT D)

450 LUKE: Comments that Rep. Jones's bill will repeal the entire chapter of ORS 329.

TAPE 41, SIDE B

040 JOANNE FLINT, DEPARTMENT OF EDUCATION: Explains the Certificate of Initial Mastery (CIM) to the committee. The CIM is included under Sections

20 and 21.
075 -Over 100 schools have been involved in reviewing the testing system for the CIM.

110 LUKE: Asked how many administrative rules have been written on the CIM.

115 FLINT: Responds that one has been written, related to implementation OAR 581-21-202. (EXHIBIT E)

125 MEEK: Questions what is the training for, that the department is currently doing with teachers.

140 FLINT: Training is on the certificate implementation. The department is training all teachers from kindergarten through 10th grade. So far 6000 out of 26,000 teachers have been trained.

190 -The department is trying to ensure all teachers in the state learn to provide information to students so they may apply it in not only factual ways but other situations or experiences. This is a different kind of instruction that most teachers who were taught 20 years ago received. The department is undertaking a retraining of a workforce in order to ensure all teachers are able to teach this method.

230 ROSS: Ask how many hours it would take a teacher to learn this method.

235 FLINT: The average is 4-5 days.

290 MILNE: Ask what program is being used to retrain these teachers, and could the committee get samples of the training materials.

333 LEHMAN: Ask if we take the implementation of HB 3565 away, will we still be looking at retraining teachers.

340 FLINT: The certificate system is based upon testing at levels and not just passing students on based upon the old grade system.

376 MILNE: Ask what is so magical about the certificate system.

385 FLINT: The certificate system has standards, levels of achievement and a few years of implementation.

410 LUKE: Clarifies that we need a system for measurement or standards.

428 DON SHORE, OREGON EDUCATION ASSOCIATION: Reports the average age of teachers statewide is around 45 and their training occurred many years ago.

Comments on the retraining of the teacher workforce.

TAPE 42, SIDE B

040 LUKE: Ask about the background of both speakers, Joanne Flint and Don Shore.

100 FLINT: Comments on lack of consistent quality instruction in all classrooms. There have not been consistent content standards. The changes are helping to establish these.

125 MEEK: Concerned about less being demanded from teachers and more from the students. Comments on the lack of checks and balances along the way before students reach the 10th grade and the CIM.

155 FLINT: There will be benchmark standards in grades 4,8, and 10.
196 -In the current system, students can get through the system and not have basic skills knowledge.

220 MILNE: Questions who's responsibility it is if a student gets through the system without knowing basic skills.

230 SHORE: Responds that it is all of our responsibility to make sure our students are educated.

275 THOMPSON: Questions who responsibility is it for class room size.

306 STARR: Comments on accountability, concerned about the methodology used for the CIM, and the instructional model being used. Comments that many of the outcomes do not relate to academic achievement, and do not relate to student performance.

360 FLINT: Concurs about the concerns on the methodologies and defining the methodologies that will be used.

400 SHIELDS: Comments on the letter received from Governor Kitzhaber and hopes that the committee can work on trying to reach consensus. (EXHIBIT F)

450 LUKE: Would like the committee to review Sections 20 and Section 21 and the Certificate of Initial Mastery (CIM).

TAPE 43, SIDE A

030 McCOMB: Comments on Section 19.

040 MEEKS: There needs to be a clear standard to test applied knowledge. The 10th grade is a good grade to test students to see if they should go on. Concerned that the standards are not developed yet on what the testing will be.

105 FISHER: After reviewing the standards for the CIM (EXHIBIT E), he is pleased to see the standards listed in the document.

141 ROSS: Is interested in a balance between quality testing and performance based testing.

171 FLINT: The expectation is there will be periodic content testing such as a mid-terms, performance based testing is much like an essay test and applied testing would be on a state wide level.

217 LUKE: Request the Rep. Milne review Sections 19, 20 and 21 of her proposed draft amendments.

217 MILNE: Reviews Section 19, 20 and 21 of the proposed draft amendments.

325 SNODGRASS: Clarifies that Section 20, (4) will need additional time for school boards to adopt, due to their time constraints and public hearing requirements.

366 MILNE: Comments on Section 21 and the standardize criterion-referenced tests occurring in grades 2,4,6,8,10 & 12.

400 LUKE: Concerned with the language in Section 21 (2) "This panel will also ensure that test items do not endorse any particular teaching method or philosophies".

460 WYLIE: Questions Rep. Milne why is this language used.

TAPE 44, SIDE A

030 MILNE: Explains her concern that outcome based education is now referenced as the only approved teaching method in the law. Does not want to dictate to local school districts the teaching methods or philosophies to be used.

065 LUKE: Comments on CIM, and whether a student would advance if they did not achieve one or two subjects. Would like clarification of whether the student would continue on in other subjects while trying to achieve in the subjects they did not pass the test for.

080 MEEK: Comments on the sub-group amendments, and whether it is clear that students could

advance as they pass certain subjects.

133 MILNE: Refers to Section 2 (5c) and Section 12 (h) that addresses students who are having difficulty achieving.

168 STARR: Would like to see foreign language as a goal, but not as a mandate.

177 WYLIE: Comments that colleges are increasing their foreign language requirements, and has concerns that Oregon students will fall behind in being able to get into any colleges with language requirements..

240 LUKE: Comments that you have to understand your own language before taking on a foreign language.

260 ROSS: Concerned about the cost and mandating a second language. Other important area's of education are being put on the back burner such as fine arts.

280 THOMPSON: Prefers to keep the foreign language requirement an option and not mandate it.

295 SNODGRASS: Also concerned about the financial issue, matter of prioritizing and possibly offer language in an alternative situation, if necessary, off campus.

330 MEEK: Foreign language should be required, it is a matter of prioritizing.

390 LUKE: Suggest the language be changed to "every school district develops a plan" to possibly provide foreign language in the district, including alternative ways of providing it.

425 MILNE: Agrees foreign language has a great value in learning other subjects such as history, art, culture. Hopes that there will be some flexibility to provide options to students.

460 SHORE: Comments on "license of accomplishment" which are certificates that alternate providers have and this is a method to provide people who can teach foreign language. It would not be necessary to have a certified teacher at each school.

TAPE 43, SIDE B

050 LUKE: Ask for clarification on whether there will be flexibility in the current draft language to waive the foreign language requirement.

060 VICKIE TOTTEEN, OREGON SCHOOL BOARDS ASSOCIATION: The issue is whether we have the requirement all the way through school, or if it is a requirement for graduation. The two issues have differing cost.

080 SHORE: Does not favor mandating a foreign language requirement.

110 LEHMAN: Questions why we would want to have the requirement for a foreign language. The committee hasn't answered that question.

155 WYLIE: Comments on how it makes Oregon graduates competitive with other states and international graduates.

195 FLINT: The recently developed standards for the CIM are based on proficiency based admission standards used in higher education .

255 SNODGRASS: Comments that in order to reach the proficiency standard it is her understanding that students would have to start in the first grade.

270 CHAIR LUKE: Adjourns meeting at 11:25 a.m.

Submitted by,

Reviewed by,

Shelley Jones
Committee Assistant

Jan McComb
Committee Administrator

EXHIBIT LOG:

A- Background Material, Assessment & Testing Samples- Neuburger- 43 pages
B- Draft Amendments ORS 329.000- Luke- 2 pages
C- Draft Amendments ORS 329.000- Milne- 2 pages
D- Chapter 329.000 Table of Contents (1993 Edition)- Staff- 2 pages
E- OAR 581-21-202, Standards of Achievement for the CIM- Flint- 6 pages
F- Communications on proposed amendments from Governor Kitzhaber- Staff- 2 pages

HOUSE COMMITTEE ON
HUMAN RESOURCES AND EDUCATION

March 1, 1995 Hearing Room F
4:00 p.m.

SUBJECT HEARD: (1991) HB 3565, Education Reform Act for the 21st Century.
 Norma Paulus, Superintendent of Public Instructbn

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.

The House Committee on Human Resources and Education had a joint meeting with the Senate Education Committee to hear invited testimony on the Oregon Education Reform Act for the 21st Century.

*Please refer to the Senate Education Committee minutes.

Submitted by,
amela Berger
Committee Assistant