

HOUSE COMMITTEE ON  
HUMAN RESOURCES AND EDUCATION  
AND THE SENATE EDUCATION COMMITTEE  
GROUP I

January 31, 1995  
4:00 P.M.

Hearing Room F  
Tapes 20 - 23

HOUSE MEMBERS PRESENT:

Rep. De s Luke, Chair  
Rep. Mike Lehman  
Rep. John Meek  
Rep. Barbara Ross  
Rep. Lynn Snodgrass  
Rep. Charles Starr

SENATE MEMBERS PRESENT:

Sen. Ken Baker, Vice Chair  
Sen. Shirley Gold

STAFF PRESENT:

Jan McComb, Committee Admmistrator  
Pamela Berger, Committee Assistant  
Sarah May, Committee Assistant

ISSUE CONSIDERED: Public Comment on Oregon's Educaffonal Act for the 21st Century QIB 3565 -1991 Session)

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TAPE 20, A

002 CO-CHAIR HARTUNG: Calls the meeting to order at 3:57 p m

-will be dividing into two groups tonight

Informational Hearing - Educational Reform Act

REP. MILNE: Disappointed that we aren't going to be able to hear all of the people

SEN. SHANNON Disappointed that the bureaucrats had more time to speak than the public

CO-CHAIR LUKE: Responds

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SEN. SHANNON: Can folks come to the regular Education Committee to continue voicing their concerns?

CO-CHAIR LUKE: Public testimony is welcome at any hearing

-discusses upcoming Hs. Human Resources/Education committee agenda

REP. MILNE: Tells audience that she is sorry, once again, and tells audience that they can come to her office to discuss any issues

088 CO-CHAIR LUKE: Announcements

100 KATHARINA, home school teacher: Submits and reads written testimony in opposition to the

educational reform act (EXHIBIT A)

-importance of measurable accountability

160 STEPHEN JOHNSON, home school student: Test)files in opposition to the education reformn

act (See: Exhibit A)

-the best approach for me is home schooling

-need alternatives to the government funded system

195 ROLEN JOHNSON, parent: Submits and reads written testimony in favor of the education

reform act (EXHIBIT B)  
-need to slow down pace of reform before fully implementing it  
-ORS 329.025 (7) needs to be revised  
-diversity  
-foreign language  
-son has learning disabilities; knowing two foreign languages will be most

difficult for him

300 KRISTIAN WEBB THOMPSON, Aloha: Submits and reads written testimony on  
the

education reform act for JULIE MAY (EXHIBIT C)  
-doesn't take into account that children don't learn at the same speed

causing future problems

-submits and reads written testimony in opposition to the education reform  
act (EXHIBIT D)

-objects to the monopoly of public school  
-dislikes the lack of teaching in absolute Trusts

385 REBECCA MEIER, student: Submits and reads written testimony on education  
reform act

(EXHIBIT E)  
-discusses school to work issues  
-high academic standards are important

TAPE 21, SIDE A

020 SHARON MIADRICH, parent: Testifies on the education reform act  
-opposes using my children as Guinea pig

-shows examples of work in her son's portfolio (EXHIBIT li)

100 LYNN MITCHELL, teacher, Hood River: Submits and reads written testimony  
on the

educational reform act (EXHIBIT G)

-doesn't feel that we should continue moving at such a fast pace in

implementing

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-slow down the implementation of HB 3565  
-teachers will need more time to implement this  
-where is the documentation that shows that this will work?  
-where is the money for the schools and the teachers?  
-benchmarks

180 VAN MOORE, Salem: Submits and reads written testimony on the education  
reform act

(EXHIBIT H)

-present grading system has been described as demeaning so the schools  
suggested giving  
merit, badges

-need a way to index performance

-the teachers weren't asked if they wanted to be part of the reform act

-TAG kids are not being challenged unless their teachers choose to

challenge them

-something in the system needs to be done to reward good teachers

278 CARLA MOSER, Eugene: Submits and reads written testimony on the  
education reform act

(EXHIBIT ~

-HB 3565 is an untested model

-industry tells educators what they want

-rushing too quickly, with no choice if we wanted to be involved in the

reform

400 CHRIS NELSON, teacher, So. Albany High School: Submits and reads written  
testimony on

the education reform act (EXHIBIT J)

-loss of student time

-site council  
546 PAUL NELSON, parent, Forest Grove: Submits and reads written testimony  
on the education  
reform act (EXHIBIT K)  
-addressed concerns in letter to school board with no response  
-school district allowed one outside "parent" to be on board  
-gives one highly recommended teacher analogy to the new bill

TAPE 20, SIDE B

079 DOUG JENSEN testifying for COVIE ANN QUICK: on the educational reform  
act  
-teach 3 r's, but now have additional requirements  
-the education act gives chance to redo  
-example of project that would have never fit into 'regular' curriculum  
-what value does a diploma actually have  
180 GREG TERHUNE: (WIFE AND TWO DAUGHTERS) Submits written testimony on the  
education reform act. (EXHIBIT L)  
-1 1 million, not 1 1,000,000 million  
-wife had similar experience of HB 3565 education gives example  
-volunteer at school, children being home taught  
CO-CHAIR LUKE: Submits for the record testimony from Rep. Chuck Norris  
(EXHIBIT M)

52 BILL RESNICK: Test)ifies on education reform act

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-teachers should be challenging all children  
-cites teachers at Cleveland High School  
-need more parent involvement, but not by requiring more parents on  
site council  
-objecting to occupational references  
-six occupational job ways should be eliminated

CO-CHAIR LUKE: Recesses the meeting at 5:41 p.m. ore-convenes the meeting  
at 5:46 p.m.

TAPE 21, SIDE B

059 CINDI SCHMITZ: Test)ifies on the education reform act., teacher who uses  
portfolio  
improved on  
-with regular grading system, children do not know what needs to be  
-curriculum has become more in depth - doing research, etc.  
-gives example of open ended test, 'made to think more'  
-district and teachers need in depth training to understand this new  
education act  
122 TIFFANY SCOTT: Test)ifies on the education reform act  
-describes school project, trial and error  
-explains her portfolio - can see her own changes - self-reflection on work  
175 ROSS: Asks how her windmill actually works

SCOTT: Explains

191 LINDA SLOANE, Aloha: Submits written testimony on education reform act.  
(EXHIBIT N)  
-HB 3565 is 'hollow'- discusses her exhibit  
- is appropriate in preschool, but not any further  
-reads quote from Japanese education -  
-cites language in bill that is of concern  
-wants legislature to look at HB 3565 from past legislation  
313 ROBERT SAUNDERS, EUGENE EDUCATION ASSOC. MEMBER: Submits written

testimony on education reform act. (EXHIBIT O)  
-product of this kind of schooling - dropped out  
-too much politically correct language  
-prove competency through 'show me' approach  
CO-CHAIR LUKE: Submits for record testimony from R. GANDY (EXHIBIT P)

496 GINNY SHELDEN, parent: Submits written testimony in opposition to the  
education reform act. (EXHIBIT Q)  
-need for more concern about getting a solid general educational background  
to serve them  
for  
their life  
-appreciation of cultures should be encouraged but not legislated  
550 LOWELL SMITH, Salem-Keizer Public Schools psychologist & parent: Submits  
and reads  
written testimony on the education reform act (EXHIBIT R)

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-is there any data that support utilization of performance based  
assessment?

TAPE 22, SIDE A

065 MARGE WOODALL, Clackamas Co. Republicans: Submits and reads written  
testimony on  
the education reform act (EXHIBIT S)  
-relaying messages from the Clackamas County Republicans  
-repeal ~ 3565  
-schools do need improving but this is not the avenue  
-going this route will encourage home schools, charter schools, and private  
schools  
133 KEN LOGUE, parent: Submits and reads written testimony on the education  
reform act  
(EXHIBIT T)  
-government should be downsized  
-lists areas of HB 3565 he objects to  
-suggests talking to the school administrators in Johnson City, NY which  
has a similar reform  
act  
CO-CHAIR LUKE: This is not a party issue; concern is real on both sides  
221 THERESA LOGUE: Testifies on the education reform act (EXHIBIT U)  
-feels that the more people find out about this law, the more they object  
to it  
-not against public education  
-there is a need to reform of the current education system but this is not  
the solution  
-this bill was imported to Oregon  
-repeal the reform  
-quotes educator  
332 WAYNE WRIGHT, Clackamas C.C.: Submits and reads written testimony on the  
educational  
reform act (EXHIBIT V)  
-need objective standards of assessments  
-delay implementation

TAPE 23, SIDE A

-supports implementing charter schools

005 VI ANDERSON, parent: Submits written testimony on education reform act.  
(EXHIBIT W)  
-legislatures haven't been given full picture

word 108 -cites congress legislatures question educational reform act  
CO-CHAIR LUKE: Starting next week, we will go through the bill word, by  
115 ANDERSON: Comments  
117 CO-CHAIR LUKE: Explains how the legislative process works  
120 ANDERSON: Comments

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129 CO-CHAIR LUKE: Hearings are always open to the public  
-explains what public can do to put a hearing on  
144 MEEK: Contact my office to set something up.  
152 STARR: We can work with you to help sponsor such a presentation

Submitted for the record: testimony from Ben Brandon (EXHIBIT X)

CO-CHAIR LUKE: Adjourns the meeting at 7:04 p.m.

Submitted by,  
Amela Berger  
Assistant

EXHIBIT LOG:

A - Education Reform Act - Testimony - K. Johnson - 4 pp.  
B - Education Reform Act - Testimony - R. Johnson - 3 pp.  
C - Education Reform Act - Testimony for Julie May - Thompson - 1 p.  
D - Education Reform Act - Testimony - Thompson - 1 p.  
E - Education Reform Act - Testimony - Meier - 1 p.  
F - Education Reform Act - Testimony - Madrich - 2 p.  
G - Education Reform Act - Testimony - Mitchell - 2 pp.  
H - Education Reform Act - Testimony - Moore - 1 p.  
I - Education Reform Act - Testimony - Moser - 5 pp.  
J - Education Reform Act - Testimony - C. Nelson - 3 pp.  
K - Education Reform Act - Testimony - P. Nelson - 3 pp.  
L - Education Reform Act - Testimony - Terhune - 3 pp.  
M - Education Reform Act - Testimony - staff for Rep. Check Norris - 2 pp.  
N - Education Reform Act - Testimony - Sloane - 1 p.  
O - Education Reform Act - Testimony - Saunders - 4 pp.  
P - Education Reform Act - Testimony - staff for R. Gandy - 6 pp.  
Q - Education Reform Act - Testimony - Sheldon - 2 pp.  
R - Education Reform Act - Testimony - Smith - 3 pp.  
S - Education Reform Act - Testimony - Woodall - 3 pp.  
T - Education Reform Act - Testimony - K. Louge - 3 pp.  
U - Education Reform Act - Testimony - T. Louge - 4 pp.  
V - Education Reform Act - Testimony - Wright - 3 pp.  
W - Education Reform Act - Testimony - Anderson - 2 pp.  
X - Education Reform Act - Testimony - staff for B. Brandon - 4 pp.

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JOINT  
MEETING OF THE  
EDUCATION  
ON HUMAN  
COMMITTEE  
GROUP II

January 31, 1995                      Hearing Room E  
4:00 P.M.                      Tapes 24 - 27

SENATE  
MEMBERS PRESENT:  
Sen. Tom Hartung, Chair  
Sen. Marylin Shannon  
Sen. Cliff Trow

HOUSE  
MEMBERS PRESENT:  
Rep. Bill Fisher  
Rep. Patti Milne  
Rep. Frank Shields  
Rep. Terry Thompson  
Rep. Sharon Wylie

STAFF PRESENT:  
Fallie Calder, Committee Administrator  
Carolynn Gillson, Committee Assistant

ISSUE CONSIDERED:                      Public Comment on Oregon's Educational Act  
for the 21st Century (HB 3565-1991 Session)

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Public Comment on OreEon's Educational Act for the 21st Century  
Witnesses Aaron Altman, Silverton  
Linda Duman, Linn County School District  
Jennifer Billman, Kennedy Elementary School, Salem  
Susan Blackman, Lake Oswego School District  
Mark Blanchard, Dayton  
Karen Yost, Washington Elementary School, Salem  
Charles White, Washington Elementary School, Salem  
Michael & Jennifer Au, Washington Elementary School, Salem  
Diane Dawson, Kennedy Elementary School, Salem  
Clark Blanchard, Salem-Keizer School  
Sen Bob Kintigh, Senate Dist 22  
Katherine Hubbard, Portland  
Chris Amo, Portland School District  
Robin Hubbard, Irrvington Elementary, Portland  
Catherine Boudreau, Salem  
Mack Clark, Beaverton School District

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Alan Corzatt, Beaverton School District  
Michael Ewers, North Clackamas School District  
Tim Hutson, Beaverton School District  
Sandra Carrigg, Lake Oswego School District  
Denice FriSB ee, Lake Oswego School District  
Gary Graunice, Beaverton School District  
Sarah Harlan, Lake Oswego School District  
Pat Imhof, Lake Oswego School District  
Terri Coleman, Hubbard  
Ellen Fisher, Aumsville

Richard Cross, Salem  
Floyd Fulton, Dayton  
Alice Bartel, Oregon AAUW  
Barbara Anderson, Sherwood

TAPE 24A

005 SENATOR TOM HARTUNG, Chair: Calls the meeting to order at 4:06 p.m.  
> Explains the House and Senate committees are meeting in two subgroups so  
all the people who want  
to  
testify will get a chance to do so.  
> Notes there will be bills introduced in both the House and Senate that  
would modify HB 3565 from  
1991.

027 AARON ALTMAN, 4th grader in Robert Frost Elementary, Silverton: Strongly  
disagrees with not  
having the CIM because scoring guides are used instead of grades.  
> Would rather work toward set criteria because grades compare how you are  
doing with other  
classmates.  
> Likes keeping his work in portfolios.  
> Talks about being in integrated studies where several subjects are taught  
in one class.

087 LINDA DUMAN, Linn County School District: Reviews written testimony  
listing why HB 3565 has  
failed as an educational reform (EXH. A ).  
> Suggests establishing pilot or experimental schools to prove the reforms  
will work.  
> Refers to the handouts included with her testimony.

163 CHAIR HARTUNG: Any suggestions for restoring local control?

DUMAN: First you trust teachers and the local school board.

190 JENNIFER BILLMAN, Principal of Kennedy Elementary School, Salem-Keizer  
School District:  
> Testifies on the importance of children understanding diversity and  
communicating in a second  
language  
from kindergarten through the 6th grade (EXH. B).  
> Explains how a modified immersion model is used to teach language  
classes.

284 REP. TERRY THOMPSON: How do you deal with students without a second  
language background  
who transfer from another school?  
BILLMAN: Teach a three track system: 1) English fast tracking in addition  
to speaking their own  
language of Spanish; 2) speaking English and Spanish every other day and 3)  
English speakers who  
need to learn some Spanish. Program is only two years old - will be  
expanded to whole school. Slow  
process.

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308 REP. FRANK SHIELDS: Are your students keeping up with core subjects?

BILLMAN: Explains a total curriculum is taught and it is not always verbal  
instruction..

330 SEN. MARYLIN SHANNON: Is there anything that would prevent you from

doing this if HB 3565

was not in place?

BILLMAN: We did this way before HB 3565 came along. Spanish speaking students are really a plus to the schools.

344 SEN. CLIFF TROW: Do you find subject matter learning has declined?

BILLMAN: No. Impressed with huge amount of content children are learning. > Also learning to think at the same time.

378 SUSAN BLACKMAN, school board member from Lake Oswego: Reviews written testimony concerning her strong commitment to the CI~ /CAM and reform Act (EXH. C). > Explains how the traditional vs. progressive (developmental outcomes-based) education helps her kids.

TAPE 25A

058 MARK BLANCHARD, Dayton: Refers to various sections in the HB 3565 (1991) and questions the intent of the language.

142 KAREN YOST, teacher at Washington Elementary School, Salem-Keizer School District: Introduces students who want to share their experiences with educational reform.

CHARLES WHITE, student at Washington Elementary, Salem: In a 3/4 blend classroom. > Describes the project he did for his class assignment and explains the importance of portfolios.

> Talks about a rubric scoring guide.

MICHAEL AU, student at Washington Elementary, Salem: Also in 3/4 blend classroom.

> Talks about what he is learning in school and shows pictures from his project.

JENNIFER AU, student at Washington Elementary, Salem: Talks about the use of portfolios, reading tests, TBS tests (test on basic skills), and report cards.

239 REP. FRANK SHIELDS: How do these students compare with the average students in your school?

YOST: Teaches the 3/4 blend class - students learning from each other and being self-motivated and self-directed. Learning cultures, how to become independent learners, developing their own type of ownership. > Students with her are demonstrating what they know and challenging themselves. > Talks about using portfolios.

296 SEN. SHANNON: Do the kids really think if they were not being taught this way they would not know how to think?

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YOST: Sometimes it is not as obvious to them that they are really thinking. It is coming about because of their own interaction.

330 DIANE DAWSON, parent of two children at Kennedy Elementary: Portfolios are important part of the education process because they enable children to adapt an ownership of their own learning



process.  
> Important for children to find areas where they can make improvements and see and compare their own progress.

354 CLARK BLANCHARD, teacher in Salem-Keizer School District: Teachers more stressed with the

how than the what in the law.  
> Explains how funding cuts resulting from Measure 5 have had a domino effect and lowered the morale of teachers and staff.

> Teachers being asked to make major changes. Suggests slowing down the process and ask for fewer things to take place.

> Teachers need respect and cooperation before morale can change.  
> Seems general public has forgotten what it is like to be in a classroom. Like to see the community get more involved in the school and see the reforms being put into place.

463 REP. BILL FISHER: Would using discipline in classrooms solve some of the morale problems?

BLANCHARD: Not specifically because discipline does not solve the problems in the school. > Teachers really need more prep time and better communication.

SEN. TROW: Are teachers committed to HB 3565?

BLANCHARD: In terms of a majority of teachers, no.

TAPE 24B

025 BLANCHARD: Teachers need better understanding of what is taking place and more time to work on it.

> Excited about using portfolios in teaching music.  
SEN. SHANNON: Would it be beneficial for fewer schools to have model programs and more money for implementation before requiring all schools to comply?

BLANCHARD: Would rather have the money distributed to all schools and have a small target group in those schools.

044 REP. SHIELDS: Are teachers who support this generally from certain school districts or is the lack of support universal?

BLANCHARD: Not in a position to know the feeling in all the schools.  
> There is a sense of no guidance for educators.

REP. FISHER: Are programs transferable from one area of the state to another?

BLANCHARD: Can't answer that. Not sure school districts can be that uniform.

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089 SEN. BOB KINTIGH, District 22: Reviews written testimony explaining how the reform Act has been

a hot topic with his constituents (EXH. D).  
> Refers to results of a poll of school administrators in his district - lack of funding for implementation and problems implementing the job shadowing part of the CAM in small, rural

schools.

> Talks about the difficulty of implementing school-to-work transition programs in small towns.

> Suggests making more things optional under the Act.

SEN. SHANNON: Has any school district in this state implemented this program longer than Cottage Grove?

SEN. KINTIGH: I don't think so.

158 REP. THOMPSON: If schools can opt out of implementing the CAM, how are you going to handle the interschool transfer of students who come from schools who have CIM and CAM?

SEN. KINTIGH: Would have to be some way of handling that.

SEN. TROW: Suggests involving the forest and farming industry or the parents' employers.

SEN. KINTIGH: Notes several employers have an age limit for trainees.

187 KATHERINE HUBBARD, parent from Portland: Reviews written testimony (EXH. E) concerning

the mixed age program her 2nd grader is in at Irvington Elementary School in Portland.

> Supports goals of the law.

236 CHRIS AMO, teacher at Irvington Elementary in Portland: Explains why she supports the Act.

> Addresses misconceptions concerning developmentally appropriate practice (DAP) which means

fitting

based, deeply structured and programs to meet the needs of children in their school: it is research

teachers

are still in control of the classroom even if their role has changed.

> DAP challenges children and helps them develop skills.

> Explains why she strongly supports mixed age programs.

> Supports CIM because children are involved in projects and not memorizing facts - encourages more

involvement from students.

> Talks about applying for grants to fund implementation.

> Slowing the timeline would drop the momentum.

> Believes in supporting public school education and children need the reform law.

344 ROBIN HUBBARD, student at Irvington Elementary in Portland: Explains why he can learn more

with the bill.

379 CATHERINE BOUDREAU, parent in Salem: Reviews written testimony and refers to information

included with her statement (EXH. F) concerning the multicultural projects her daughter is involved in

a

blended second and third grade class.

> Concerned young students are being introduced to religious practices in a public school classroom.

> Believes exit outcomes required by the CIM and CAM are based on subjective standards where

children

based on academic must demonstrate what they think about social and moral issues rather than

standards.

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TAPE 25B

049 MACK CLARK, Beaverton School District: Sign)ificantly impacted by Measure  
5.  
> Supports and endorses the 21st Century Schools Act.  
> Working on implementation of components of the Act - especially DAPS and  
early childhood  
education.  
> Talks about options for mixed age elementary classrooms.  
> Establishment of CIM is most important part - critical to have clearly  
defined student expectations  
or standards requiring higher quality and greater productivity.  
> Change from system based on amount of time student spends in school to a  
system based upon  
performance is very important.  
> Believes some changes will help implement the Act - extension of  
timelines, provide adequate  
funding base for all schools, and having flexibility in standards for  
different types of students.

110 SEN. TROW: Questions about meeting time lines.  
CLARK: Not prepared financial or physically to do so.  
> At present resource level, will take several years to build up to foreign  
language requirement of CIM.  
> Waiver system is best way to take advantage of each school districts  
circumstances.  
> Present timelines require school districts to work on developing the CAM  
at the same time it is working  
on the CIM. Like to see CAM requirements moved to year 2000.

SEN. TROW: Has the college prep program withered away?

CLARK: No, not at all and explains why. Still maintain high rigorous  
standards.

REP. FISHER: Does not think the students who have appeared before the  
committee truly represent the average student out there who may be  
frustrated because they do not have the structure to build their thinking  
upon.

202 CLARK: Early childhood education and developmentally appropriate  
practices are ways the  
foundation can be laid. Believes students can work towards the skills  
imbedded within the  
requirements for the CIM -  
assessments at grades 3, 5 8 and 10 with clearly defined benchmarks.

Alternative learning  
environments  
should be available to help students meet those specifically defined  
standards.

SEN. SHANNON: Talks about higher education institutions accepting  
portfolios. Many have  
indicated  
they would look at the portfolios but require SATs.

> Scores on assessments in both HillSB oro and Cottage Grove School  
Districts have dropped. Can we  
continue this and still compete?

CLARK: Can't make generalizations based on test scores dropping in two  
school districts.

> Not going to knowingly do anything to harm or damage a student's ability  
to pursue whatever they  
want in the future. Will maintain a dual system - one with grades and  
transcripts and one with  
portfolios - we will attempt to do both.

> Students who do not do well on the SAT could submit their portfolio  
containing their work  
experience.

258 ALAN CORZATT, Beaverton School District: Urges repealing the law and replace it with high academic standards and proven teaching techniques.  
> Outcome based education does not work.

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> Kids who become peer tutors because they are advanced do not get any further instruction in the subject they are tutoring during the school year while they are tutoring.  
> Integrating social services in schools does not work - dilutes quality of education.  
> Instead of world class education, we got outcomes based on behaviors and attitudes with little academic content.  
> Talks about problems in applied science and math.  
> Asking teachers to teach to behavioral outcomes and not subject matter.  
> Talks about costs of implementation of law and suggests repealing it.  
> Lose creativity by teaching students in same way and keeping them in same boat.

421 MICK EWERS, teacher and parent from North Clackamas School District: Reviews his testimony opposing outcome-based education and suggests educational reform which focuses on measurable academic objectives and accountability to them (EXH. G).

TAPE 26A

072 TIM HUTSON, parent from Beaverton School District: Explains how his son has been able to apply what he has learned in math and science to a school project.  
> Reviews written testimony supporting the Act but makes recommendations to make it better (EXH. H).

192 REP. FISHER: Everything you have said can take place without HB 3565.

HUTSON: True, but you have to have an enforcement function.

227 SANDRA CARRIGG, parent from Lake Oswego School District: Agrees portfolios are wonderful.  
> Because of the concern about college prep, a scholars alliance has been started in her school district to help students get ready for college. Very alarmed that schools are not preparing students for college.  
> Reviews information in her handout explaining why she opposes the reform law (EXH. I).  
> Law takes away from parents the power to make decisions for their children.  
> Repeal law and get back to the basics.  
> Leaves copy of Forbes magazine article (EXH. J).  
> Talks about the education system in Australia.

340 REP. FISHER: Regrets not having enough time to ask people about their concerns.

REP. MILNE: States it is extremely important that everyone have their statements included in the record.

TAPE 27A

005 DENISE FISB EE, parent in Lake Oswego School District: Explains how her experience with the Lake Oswego School District has been completely opposite of the witness just before her.

- > Reviews her testimony listing what she likes about the 21st Century Education Act (EXH. K) and the benefits that result from it.
- > Children take what they have learned and apply it in integrated assignments.
- > Parents of high school students like that they can take what they are learning and see how it is applied in the real world.
- > Teachers energized by the requirements in the Act - it takes very capable leadership.

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> Feels most of the complaints the committee has heard are not the result of the law but from dissatisfaction with a particular teacher or school policy, or lack of communication between a parent and a teacher.

080 GARY GRAUNICE, parent from Beaverton School District: Reviews written testimony opposing

outcome-based education and provides background information (EXH. L).  
> Explains legislating goals and outcomes does not work.  
> Goes over summary of problems with the Act.

208 SARAH HARLAN, from Lake Oswego School District: Brings uniquely balanced view from both the

academic world and the business world.  
> Reviews major deficiencies of the Act and her recommendations (EXH. M).  
> Particularly concerned about science and math instruction.

317 PAT IMHOF, parent from Lake Oswego School District: Reviews her testimony explaining why she

feels the law should be repealed (EXH. N).  
> Individual school districts should be able to decide what is best for their students.

> Schools should not decide children's values and beliefs.  
> Do not want the state interfering with the education of children.

396 TERRI COLEMAN, concerned parent from Hubbard: Reviews her written testimony requesting

repeal of the law (EXH. O). Notes over 40,000 Oregonians signed a petition for repeal.

> Research shows direct instruction is far more effective than outcome-based education.  
> Concerned about family evaluation and social service intervention if a student is deemed to not be making satisfactory progress toward attaining the statewide standards.

TAPE 26B

038 ELLEN FISHER, parent from Aumsville: Testifies in support of the law.

> Favors blended classrooms for both her children.  
> Points out areas she is concerned about including adding more parents to site committees, lack of

public understanding of the Act, extending the school year and more staff development time.

> Likes the career strands in the CAM.

110 RICHARD CROSS, from Salem: Provides proposed amendment exempting

homeschooled children  
from  
the law (EXH. P). Refers to p. 10, Section 20(7) in HB 3565 from 1991  
session.

150 FLOYD FULTON, parent from Dayton: Reviews testimony explaining why  
public schools are in need  
of reform for reasons of efficiency and quality (EXH. Q).  
> Compares public and private schools.  
> Suggest cutting support staff in public schools and follow the private  
model.  
> Suggests enacting school choice legislation as most powerful way to  
reform schools.

246 ALICE BARTELT, Oregon AAUW: Reviews testimony supporting full  
implementation of the law  
(EXH. R) and making any adjustments to help school districts implement the  
reforms.  
> Explains how the law guarantees a good education.

312 CHAIR HARTUNG: Notes Rep. Luke and Rep. Meek are present since Group I  
adjourned.

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314 BARBARA ANDERSON, parent from Sherwood: Asks for complete and immediate  
repeal of the  
law.  
> True education reform is needed because the program mandated by the state  
is incomplete.  
> Refers to document she received concerning problems with education reform  
in Pennsylvania.  
> Talks about letter she received from DOE explaining their intent to  
access the knowledge and skills a  
student applies to the tasks to meet the standards for the CIM.  
> Reviews OAR 581-21-202 Standards of Achievement for the CIM. Concerned  
the rule does  
exclusively  
set standards for academic achievement as she was repeatedly assured it  
would.  
> Concerned state by law has mandated an educational reform that is not  
exclusively academic and  
requires  
students to value specific ideas or think in a prescribed manner to receive  
a CIM.  
> Law infringes on individual liberties.

TAPE 27B

022 REP. LUKE: Notes that the House Subcommittee on Education will be  
considering bills that affect the whole Act or parts of it.

036 CHAIR HARTUNG: Adjourns meeting at 7:30 p.m.

Reviewed and submitted by,

~s ~

Carolynn Gil on, Assistant

EXHIBIT SUMMARY ON 21st Centurv School Act

A	--	Duman	9 pages
B	--	Billman	3 pages
C	--	Blackman	2 pages
D	--	Sen. Kintigh	3 pages
E	-	Hubbard'	2 pages
F	-	Boudreau	7 pages
G	--	Ewers	3 pages

H	--	Hutson	3 pages
I	--	Carrigg	44 pages
J	--	Carrigg	8 pages
K	-	FriSB ee	2 pages
L	--	Graunke	13 pages
M	-	Harlan	12 pages
N	-	Imhof	5 pages
O	--	Coleman	2 pages
P	--	Cross	1 page
Q	--	Fulton	6 pages
R	--	AAUW	3 pages
S	--	Lastnames B - C	24 pages
T	--	Last names D - G	55 pages
U	-	Last names H - L	21 pages
V	-	Last names M - N	20 pages
W	--	Last names O - S	14 pages
X	--	Last names T - W	16 pages

. . .  
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