

JOINT MEETING OF THE
SENATE COMMITTEE ON EDUCATION
AND THE HOUSE COMMITTEE ON HUMAN
RESOURCES AND EDUCATION COMMITTEE

March 1, 1995 Hearing Room
Tapes 46 - 47

SENATE

MEMBERS PRESENT:
Sen. Tom Hartung, Chair
Sen. Ken Baker
Sen. Shirley Gold
Sen. Marylin Shannon

HOUSE

MEMBERS PRESENT: Rep. Dennis Luke
 Rep. Patti Milne
 Rep. Mike Lehman
 Rep. Barbara Ross

Rep. Frank Shields
Rep. Lynn Snodgrass

 Rep. Charles Starr
 Rep. Terry Thompson

MEMBERS EXCUSED: Sen. Cliff Trow
 Rep. John Meek
 Rep. Sharon Wylie

STAFF PRESENT:

Fallie Calder, Senate Committee Administrator
Carolynn Gillson, Senate Committee Assistant
Jan McComb, House Committee Administrator
Pamela Berger, House Committee Assistant

ISSUE CONSIDERED: Presentation by Department of Education

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 46A

Presentation on Oregon's Education Act for the 21st Century
Invited testimony: Norma Paulus, Superintendent of Public Instruction
 Ben Schellenberg, North Clackamas School District
 Bob Stalick, Albany School District
 Scott Perry, parent from Albany & Department of Education (DOE) Reform

Staff
 Barbara Murray, West Linn High School

016 NORMA PAULUS, Superintendent of Public Instruction: Introduces
Superintendent from North Clackamas School District.

047 BEN SCHELLENBERG, North Clackamas: Emphasizes making a change takes
time.

> Expanded skill center program (EXH. A) and developed warranty and
character education program.
> Need partnership with business community to do a better job of preparing
students.
> Staff members surveyed business community and found weaknesses in the
education system.

> Takes high school graduates 10 to 12 years before they can earn a wage to support a family.
> Keep community involved and informed - use their ideas and suggestions and connect with business community.
> Explains why they keep grades in their school.
> Business community desirable resource. Business, professional communities and parents work together.
> Talks about work-based learning. Refers to tech/prep guide and document for college prep students (EXH. B).
> Job shadowing for freshman and sophomore students.
> In process of developing apprenticeship programs.
> Reviews importance of networking.
> CAM program is strong component of education system.

194 BOB STALICK, Superintendent , Albany School District: Talks about their relationship with the business community in Albany. Many partnerships include apprenticeships.
> Talks about Linn-Benton Education Compact - prepare students and teachers for the work place.
> Teachers take part in work place experience just like the students.
> Talks about awards and honors program for students enrolled in one of six

occupational strands.
> Advanced Mastery Occupational Board provides guidance in the schools. Support from staff and occupations at the work site.
> Community members on all boards and committees.
> Students understand why they are in school after spending a few days on the work site.
> Explains the importance of portfolios.
> Dropout rate went down by 50 percent last year at West Albany High School.

322 SCOTT PERRY, parent from Albany and DOE staff member: Talks about the CIM which calls for students to demonstrate what they have learned.
> Provides handout and describes project his son worked on in school (EXH. C).
> Kids learn to deliberate on a public issue, how to communicate and work on a team.

TAPE 47A

020 PERRY: Continues talking about project.
> Students do better with project if it is not a stand alone assignment.
> Not talking about throwing out solid teaching practices.
> Refers to math questions on the 4th page of the handout.
> Need to continue with solid math content and use those skills to complete another project. Apply what they learn.
> Most enthused about kids learning to apply what they have learned.

110 BARBARA MURRAY, Oregon's teacher of the year from West Linn High School: Talks about experiences that change students lives.
> End product not as important as the journey.
> Knowing they can demonstrate what they have learned is powerful notion for children.
> Students challenged to meet high standards and benchmarks of value.
> Students involved in their own education are reflective on what they are learning.

210 SEN. MARYLIN SHANNON: Wants to encourage people who are excited about reform. Unfair to label people who have concerns. Be careful not to classify the people who are asking questions as fearful.
> Asks witness why he backed out of a meeting in Washington county concerning school reform:?

285 PERRY: Explains the time allowed for his presentation was limited and learned the day before the meeting that the teacher he was to share the time with was opposed to most of what he was going to say.

338 REP. LYNN SNODGRASS: Understands people who teach at the skill center are not necessarily teachers but have been professionally trained in an industry and are sharing their knowledge with kids.

SCHELLENBERG: That is correct. They are certified by a committee of business people and school staff. They take community colleges courses relevant to what their are teaching.

REP. SNODGRASS: Concerned about costs of the skill center.

SCHELLENBERG: Basic expense is equipment needs . Businesses picking up some costs now. Second largest expense is building construction instruction. Operation cost is a 1.25 factor compared to 1.00 factor for regular students. Gains make the expense worth it.

397 REP. SNODGRASS: Refers to project summary provided by Scott Perry (see EXH. C) and questions how to judge the outcome in outcome-based education?

PERRY: Teachers need to pay attention to critically important content and what concepts students are learning.

REP. SNODGRASS: So it is the subjectivity of the teacher's evaluation that would determine if the outcome is right?.

445 PERRY: Teachers need to have an objective they want students to learn and an outcome to work toward. Need to design activity to cover content and get basic concepts down.

TAPE 46B

022 REP. DENNIS LUKE: Requests more information on apprenticeship programs and if the Bureau of Labor is involved?

SCHELLENBERG: Trying to do apprenticeship programs in occupations that are not normally used for such programs so they will not be in competition with current apprenticeship programs.

REP. LUKE: Hopes it can be worked out so apprenticeship programs can be done for traditional occupations such as construction and electrical contracting.

038 REP. TERRY THOMPSON: Could you design a program for a high school where there are no close by businesses and the classes are overcrowded? Could you convince the people in this area a CAM project can be developed that will put these kids in a workforce situation?

SCHELLENBERG: Suggests using areas in school building as resources - cafeteria, custodial services, business offices, etc. Also look at using distance learning to help students access occupational skill centers.

- > Get students involved in decision-making in their community.
- > Talks about store in Skills Center that must be profitable.

077 REP. FRANK SHIELDS: What resources would you draw from a coastal area?

SCHELLENBERG: Suggests involving the tourist attraction businesses in real life applications. Also involve public agencies.

106 REP. CHARLES STARR: You were able to accomplish this without the HB 3565 mandate. Mandate has little understanding in local communities. Do you see any differences between what you have developed and the state mandate?

SCHELLENBERG: There are some differences. Skill center is strong representation of CAM program.

- > Encourages school to be as creative as possible.
- > Advisory counsel for every program they have now.
- > Education has to be relevant for kids to hang on to something.

151 PAULUS: There are many businesses that want to help. Cities, counties and national agencies could also get involved.

REP. THOMPSON: Talks about problems particularly in Lincoln City.

REP. SHANNON: Your program could continue without the state CAM mandate and other school districts could duplicate what you are doing.

SCHELLENBERG: Absolutely. Some school districts need the pressure to perform or they won't. A certain amount of encouragement needs to take place.

197 REP. LUKE: Does DOE need to tell school districts they shall do certain things or does it need to tell school districts to develop their own program and report back to DOE on how it will be implemented? Which way should it be?

SCHELLENBERG: Prefers the second way because the local community needs to be part of the action. A school board is elected to be the educational consciousness of the community.

220 REP. SNODGRASS: A lot of school districts would like to do what you have done but they do not have the funds to have an off-site facility. Does the shall mean it will be done even without funding?

SCHELLENBERG: Believes you need financial support. Could use job sites instead of having a facility.

240 STALICK: Don't have off-site location in Albany. Program is not costing more than the regular education program. Some teachers help train work site supervisors to work with students. Have in school businesses as well as off site businesses.

PAULUS: We can't duplicate a skill center in every region and some technology is only available on the job site.

- > Talks about Oregon Business Council and Association of Oregon Industries

willingness to help school districts. Several school districts doing it with existing dollars.

SCHELLENBERG: Talks about junior achievement program which is free.

274 REP. SNODGRASS: How would you feel as a teacher being out in the work place?

MURRAY: Talks about other teachers who have participated in the program.
> Job of teacher to inspire students to learn.
> Show the practical element of what they are learning. Need to show things they are learning are valuable for them to use in their life, their job and in their world - carries weight with kids.
> Show how something works in the business place and inspire kids to want to learn more.

REP. SNODGRASS: Can teachers be fired from the work experience and do they get graded?

STALICK: Reviews more information about the program.

355 REP. LUKE: Does the work experience count towards recertification?

STALICK: It does not. Can be part of professional growth and can mean

higher salary.

SCHELLENBERG: Suggests school districts in limited areas talk to all the vendors they get materials from and use them as resources.
> Further discussion on challenging areas.

400 REP. SHANNON: How many kids in the senior class participate in the skill center?

SCHELLENBERG: Not sure of how many seniors, but out of the 4100 students in the school district, half of them are in skill center programs.

413 REP. LUKE: Adjourns meeting at 5:30 p.m.

Reviewed and submitted by,

Carolynn Gillson

EXHIBIT SUMMARY

A	School reform	North Clackamas School District	14 pages
B	School reform	North Clackamas School District	235 pages
C	School reform	Scott Perry	6 pages