

SENATE COMMITTEE ON EDUCATION

January 28, 1993 Hearing Room 343 3:00 p.m. Tapes 5 - 6

MEMBERS PRESENT: Sen. Catherine Webber, Chair Sen. Stan Bunn Sen. Ron Cease Sen. Shirley Gold Sen. Paul Phillips

STAFF PRESENT: Jan Barga, Committee Administrator Julie Mušiz, Committee Assistant

MEASURES CONSIDERED: Informational Meeting

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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. [--- Unable To Translate Graphic ---]

TAPE 5, SIDE A

005 CHAIR WEBBER: Calls meeting to order at 3:10 p.m.

007 JOYCE REINKE, OREGON DEPARTMENT OF EDUCATION: The purpose of this presentation is to alert people as to what the needs are regarding the

1991 Oregon Educational Act for the 21st Century (HB 3565) and why we need to change. Gives slide presentation as laid out in (EXHIBIT B).

053 J.D. HOYE, DEPARTMENT OF EDUCATION: Continues presentation. Speaks to why change is needed (EXHIBIT B, PAGE 2). The problem was that

companies needed high skill workers to take the new entry level jobs.

We believe that industry and education need to work together to develop higher skilled workers.

085 CHAIR WEBBER: There's a significant skill level in the front-line workers of today.

090 HOYE: Correct. It's not simply an industry shift but a shift in government and other organizations as well.

091 CHAIR WEBBER: Were you talking about chronological aging or the skilled aging of our work force?

092 HOYE: Chronological. Refers to table (EXHIBIT B, PAGE 6). In

205 0, we'll have more people in this country over the age of 65 and under 16. Every single worker in society needs to be more productive.

111 SEN. CEASE: Was that for the country, not just Oregon?

112 HOYE: That was for the country. Continues presentation. We need to involve more people in our discussion as to how to change the system.

151 REINKE: References to Working Designs for Change, (EXHIBIT A). Continues slide presentation, discussing the different parts of the

Educational Act. We have to discard some of the things we're doing because it's outdated. Discusses the Advisory Committee and the task forces under it. The pre-k program is the cornerstone of the program. This bill calls for full funding for Head Start. Explains the Certificate of Initial Mastery (CIM). The CIM will allow the students to go onto the Certificate of Advanced Mastery (CAM). How students meet the state outcomes and assessments will be decided at the local level. It'll be assisted by the state department but not mandated. The CIM is based on cumulative accomplishments, not a one time test like some people think. It will not be a paper/pencil test on individual subjects but rather a problem that requires students to synthesize all their skills. We need to study how the GED fits in with the CIM. Transportation and the extension of number of days needs to be looked at.

Tape 6, Side A

040 HOYE: Continue presentation, discussing requirements to earning the CAM. Discusses the types of strands a student can choose and how those

strands will inter-relate (EXHIBIT B, PAGE 25-30).

070 CHAIR WEBBER: Can you give an example of the core, a strand, and an individual outcomes?

071 HOYE: Let's say there's a core outcome with an outcome tied to Science and Math (a proficiency level of those subjects). But in the strand

outcome, the project is tied to the eruption of Mt. St. Helens. The individual outcome may be a demonstration to the public because the individual wants to learn public speaking. Continues presentation.

100 REINKE: Continues presentation, emphasizing that there will be options in the CAM (EXHIBIT B, PAGE 32). There need to be as many options and

flexibility as possible. Life-long learning is the ultimate goal.

174 CHAIR WEBBER: It seems that there's some concern whether the developmentally appropriate practices (DAP) is used in the generic sense or if it's tied to specific curriculum.

181 REINKE: Developmentally appropriate to me means the way you look at individual students and where they are in their developmental progress; to structure the learning to how the children learn and develop.

193 CHAIR WEBBER: So it is a generic use of the words.

197 REINKE: "DAP" is used by many of the early childhood groups we've been working with.

201 CHAIR WEBBER: The curriculum or teaching practices in a classroom will not be decided at the state level but at the local level?

204 REINKE: Yes.

207 CHAIR WEBBER: When you achieve the CAM, does that automatically give you access to one of the higher ed learning institutions?

213 REINKE: The CAM does not guarantee that they can go onto higher education; it only states that they have reached a certain outcome.

220 CHAIR WEBBER: So the colleges can put additional requirements into the portfolio. When you have supervised work experience, who would decide

if the supervision is satisfactory?

230 HOYE: We're taking a look at work based learning as a very large definition. Structured work experience is only one element of that

experience. There needs to be a common way to assess the supervision given.

247 JAN BARGEN, COMMITTEE ADMINISTRATOR: Regarding the business partnership that you discussed, what is the vision for that partnership and what is their role in the implementation process?

255 HOYE: We need to define and create a partnership with business and education that we haven't yet seen. It's there now but it needs to be

taken to a higher level so that businesses are offering internships for teachers and industry and technology is brought into the classrooms.

The partnership needs to be much broader. We have a ways to go.

284 BARGEN: Representatives from the business community were on most

of the task forces.

286 HOYE: We need to have a shift in attitude and culture as well. We have the attitude that the unemployed sociologist is a better person than the employed electrician. We need a leveling of values in terms of what is

success. We're taught that going to college is success. We need to look at that when we look at what the future holds for our children.

300 CHAIR WEBBER: Is there a formal look at how societal values change and a formal effort to address that?

307 HOYE: We need to acquire a critical mass of belief, about 10-14%. The word needs to go out until it picks up its own momentum. We still have

a long way to go.

318 REINKE: There are a number of things being done to build that capacity such as a series of EdNet broadcasts. We also have a newsletter that

goes out and an Oregon Professional Development Center that's starting. But that biggest problem has been education.

390 REINKE: Distributes and reviews Summary of Staff Development (EXHIBIT C). We need to do the staff development a step at a time. The change

process is the #1 goal -- many teachers are resistant to change. But if we are going to prepare our students for the 21st century, then we need to prepare our teachers for the process.

Tape 5, Side B

042 ROGER BASSETT, COMMISSIONER OF COMMUNITY COLLEGES: There's a new role for community colleges in HB 3565. We have responsibilities for

providing the Associate degree at the advanced technology level. As we look at our responsibility, we have to help each college develop its role. Part of the resources we need to bring in has to do with the facilitation skills, work shop design, etc. we need to make sure we fulfill this commitment. At the curriculum level, we must support both our efforts and the efforts of the school districts. Community colleges are an important bridge between high schools and higher education.

093 CHAIR WEBBER: Are you talking about their exit is your entrance?

094 BASSETT: Yes. It's a very complex process, but we need to make sure we don't lose students in the process.

100 SEN. BUNN: Is the process that's happening at the high

school and community college levels similar enough so they match ok?

103 BASSETT: So far. I don't want to predict the success.

112 SEN. BUNN: I think its helpful that we have a continued understanding of where the rough spots are.

116 BASSETT: Your timing is right; you'll see it all. I think we need to have the encouragement from you that comes from understanding.

122 SEN. BUNN: That's important because their's such a limited use of resources now that we need to justify their use. Being able to identify what that need is gives us better justification on why the money needs

to be placed here.

128 BASSETT: I feel we have a special responsibility to you. If we are to deliver the change that's expected, we need to put more emphasis on

staff development. Community colleges are an important model for HB 3565.

167 HOLLY ZANVILLE, STATE SYSTEM OF HIGHER EDUCATION: There are two points I'd like to make as to what the system is doing to prepare for the needs in regard to school reform. Many have cited the need for profession

development to prepare for school reform. Distributes and discusses EXHIBIT D.

218 CHAIR WEBBER: If I were a brand new person going to a college to be a teacher, what would my curriculum look like?

222 ZANVILLE: First you'd attend an institution giving you a broad liberal arts education and select a major. You'd have the opportunity to select five year programs where you'd work with school districts as an

undergraduate. You'd work with children to see if it's something you enjoy. At some point you'd enter a graduate institution working on an internship and on college work to complete your education.

240 CHAIR WEBBER: That sounds like what I did when I graduated with a B.A. in Education in 1964.

243 ZANVILLE: I think it would be different. There'd be more course work, more emphasis on foreign languages, more practicum. Discusses projects

abstracts (EXHIBIT E).

294 CHAIR WEBBER: What do you see as the role of higher education in terms of preparing the professional.

296 ZANVILLE: We, in partnership with the community colleges, have an important role in preparing the professionals. The education community

will determine what skills future teachers, counselors, and administrators should have. We will work with the community to ensure that our curriculum prepares them adequately.

304 CHAIR WEBBER: I guess I thought that higher education would take a leadership role in designing that future.

307 ZANVILLE: We think we are.

317 DAVID MYTON, TEACHER STANDARDS AND PRACTICES COMMISSION: Our agency is small and supported entirely by the licensing fees. We have responded to these changes by linking up with the colleges that prepare educators. Discusses format of report, (EXHIBIT F).

400 CHAIR WEBBER: When you're certifying teachers in the future, how will it be different from now?

403 MYTON: In 1987, we looked at the resources available to determine if the institution had the resources to market the programs. We're toward

looking at the candidates skills. There's been a major shift.

447 CHAIR WEBBER: If we bring more people in, are you going to be part of the decision making regarding what is or is not competent?

435 MYTON: Yes, we do expect to be.

469 CHAIR WEBBER: So you visit the teacher on the job as opposed to at the training center.

Tape 6, Side B

023 DEL SCHALOCK, RESEARCH PROFESSOR, WOSC: Distributes and reviews EXHIBITS G & H. The purpose of this project is to do the intellectual work

underlying what a licensure system would look like. I would like to come back to your question about higher education's leadership in reform. My sense is that higher education, collectively, is beginning to tap into the things it can give to us. As you can see in Step III, we must identify what is known so there will be resources to go to. Another role is that many higher education people are in arrangements with other districts working on the model of schooling. We all must be able to say what it is that a teacher must know and accomplish. That is

now required of teachers in Oregon for a basic license to teach.

147 CHAIR WEBBER: What is the time line on this project?

148 SCHALOCK: One year. Phase I will be over by June; Phase II will be done by the end of December.

155 CHAIR WEBBER: From my perspective, it's important to have an idea of where you want to be.

160 JOYCE BENJAMIN, STATE BOARD OF EDUCATION: The Joint Boards have to be part of the process determining what kind of teacher we need in the

future. We needed some base information because we didn't know what we happening to teachers. Now that the information is in place, we want to move onto the next phase: to determine what a teacher for the 21st Century is.

209 CHAIR WEBBER: Please keep us informed as to what is going on.

212 BARGEN: A member of staff informed me that the Joint Boards meeting might be in Salem. Is that right?

214 BENJAMIN: Yes, it will be at Chemeketa Community College.

217 BARGEN: I'll keep the Committee informed.

219 CHAIR WEBBER: Adjourns meeting at 4:50 p.m.

Submitted by:

Reviewed by:

Julie Mušiz
Administrator

Jan Barga Assistant

EXHIBIT LOG:

A - Working Designs for Change, Joyce Reinke, B - Slide Presentation Summary, Joyce Reinke, C - Summary of Staff Development Needs, Joyce Reinke, D - Cooperative Staff Development Project, Holly Zanville, E - Abstracts of Projects, Holly Zanville, F - Collaborative Project Report, David Myton, G - Licensure Redesign Flow Chart, Del Schalock, H - Project Report, Del Schalock,