

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.

House Special Committee on Children's Issues February 20, 1991, Page
HOUSE SPECIAL COMMITTEE ON CHILDREN'S ISSUES

February 20, 1991Hearing Room F 3:00 p.m.Tapes 9 - 11

MEMBERS PRESENT:Rep. Bob Pickard Rep. Mary Alice Ford Rep. Carolyn Oakley Rep. Beverly Stein

MEMBERS EXCUSED:Rep. Vera Katz, Vice-Chair

STAFF PRESENT: Melanie Zermer, Administrator Lee Penny, Committee Administrator Carolynn Gillson, Committee Assistant

ISSUE CONSIDERED: Four-year and five-year teacher programs

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TAPE 9, SIDE A

005 REP. BOB PICKARD, CHAIR: Calls the meeting to order at 3:12 p.m.

Four-year and five-year teacher education programs Informational meeting
Witnesses:Judith Grosenick, University of Oregon (U of O) Christine Chaille, U of O Nora Cohen, U of O Jody Engle, representing herself Holly Zanville, Oregon State System of Higher Education (OSSHE) Roger Bassett, OSSHE David Myton, Teacher Standards and Practices Commission (TSPC)

010 CHAIR PICKARD: Last session, a measure passed requiring fifth year teacher education programs be available to students in this state. > The State Board of Higher Education and Teacher Standards Practices Commission were required by statute to report to the interim Education Committee by July 1, 199 0, and make a final progress report by January 1, 1991. There have been no reports. > Today, we will hear what is going on as a result of the legislation passed last session.

053 JUDITH GROSENICK, associate dean of teacher education, University of Oregon: I came prepared to talk about the impact on children in this state resulting from proposed cuts in the U of O programs. I would be happy to return at a later date to address the progress in the 4 and 5 year teaching programs. > Reads her testimony concerning the cuts in children's programs necessitated by Measure 5 (EXHIBIT A).

128 CHRISTINE CHAILLE, associate professor of teacher education, University of Oregon: Reads testimony about the needs of young children in relation to the proposed cuts at the U of O, specifically addressing program duplication (EXHIBIT B).

204 CHAIR PICKARD: Describe the process the U of O used when coming to their proposed budget cuts?

GROSENICK: It is my understanding, the president and the provost established a large campus committee of faculty and administrators. A smaller subcommittee met after it received more specific information about the size of the cuts and considered recommendations from central administration. Very little if any changes were made in the recommendations. The Division of Teacher Education was never consulted about the cuts.

241 NORA COHEN, assistant professor of teacher education, University of Oregon: > Talks about her own experience with the training she received from the Division of Teacher Education at the U of O. > Reads her testimony on behalf of the needs of talented and gifted (TAG) children (EXHIBIT C). > Provides committee with statement from Rob Proudfoot, an assistant professor, Teacher Education, U of O concerning the proposed program cuts (EXHIBIT D).

TAPE 10, SIDE A

007 DR. JODI ENGLE, representing herself: Provides copies of a paper she wrote concerning her own experiences with teacher education in Oregon (EXHIBIT E) > Someone somewhere ought to pull together some of the people who have been involved in teacher education reform since 1984 and try to preserve some of the programs being cut. > Urges committee to ask for official information from officials at each institution. > The Legislature is the last hope if the Chancellor's office is not going to try and preserve these programs.

075 CHAIR PICKARD: It seems everyone is assuming that the Chancellor is going to approve the recommended cuts at the individual campuses.

ENGLE: I don't know where we are on the road to reform right now. > Explains who she distributed copies of her paper to.

CHAIR PICKARD: Was their reaction based on the content of your paper or the fact that you are saying it?

ENGLE: They were surprised I am taking a system-wide view of things. > Expresses her concern about a bulletin distributed by the American Association of Colleges for Teacher Education indicating Oregon's two major colleges of teacher education are closing. > At the chair's request, following the meeting, she sent copies of the bulletin and other pertinent information to the committee (EXHIBIT F).

140 HOLLY ZANVILLE, associate vice chancellor for academic affairs, OSSHE: The Chancellor's office has received the recommendations from the institutions for budget cuts. > More than 68 recommended program eliminations, closures and suspensions; 28 program reductions; and 121 administrative reorganizations that have a real impact on our academic programs and services. > Lists the 12 fields the Board of Higher Education has asked OSSHE to look at that have particular importance to the state that include elementary and secondary teacher education. An analysis is being sent to the Board and copies will be provided to the committee members (EXHIBIT G). > The Board meets March 1 to consider recommendations for the 1991-93 budget for higher education. > There will be a staff recommendation that the graduate degrees be removed from the plan of elimination because consideration is underway to transfer

these degrees to PSU. > We are concerned about program gaps and plan to address the long-term needs of the state. > Gives the committee background information on four and five-year teacher programs. > Outlines the elementary programs that will be offered within the state system: undergraduate teacher preparation programs in elementary education - EOSC, WOSC and SOSC; undergraduate secondary preparation programs - EOSC and WOSC; elementary fifth year programs - EOSC, SOSC, PSU and OSU; and secondary fifth year programs - SOSC, EOSC, PSU and OSU; only programs at EOSC and OSU programs will end in masters degree. > Talks about diversity of fifth-year programs.

303 ZANVILLE: Talks about impact budget cuts will have on the number of elementary teachers produced: EOSC, SOSC, WOSC, PSU and OSU will continue elementary education preparation programs. Ten independent institutions will offer elementary teacher preparation programs. U of O will not offer any elementary teacher preparation programs. > Annually, this state produces between 750 and 850 elementary teachers for half the public school teaching jobs that are available for new graduates. Many jobs are filled by experienced teachers. > Fewer than one-third of the teachers certified in Oregon will actually be employed in Oregon's public schools. > Reviews reduced enrollment impact on the number of teachers prepared in this state. > OSSHE feels there can be a quick response if there is a shortage of elementary teachers. > Speaks about enrollment caps and enrollment goals. > Will be discussing with the Board and others the enrollments on the campuses that will offer teacher education programs.

TAPE 9, SIDE B

002 CHAIR PICKARD: It seems ludicrous to sit down now and plan what to do about the proposed cuts.

ZANVILLE: We have been discussing cutting back enrollments for a number of years. Measure 5 has required the U of O to recommend eliminating it's teacher education program. We do not think we will be creating a shortage of teachers for Oregon. > Lists related issues that need to be addressed.

024 REP. BEVERLY STEIN: Will there still be a doctorate education program?

ZANVILLE: Our staff recommendation to the Board is that we are very concerned about the gap that has been identified for the masters and doctorate programs in curriculum instruction. We are recommending those programs be retained and possibly moved to PSU. It is important to link those programs with a campus that has elementary and secondary teacher programs on the same campus.

CHAIR PICKARD: Explain where the money for research will go that U of O receives?

GROSENICK: The College of Education, in general, brings in approximately \$9 to \$10 million in external funding. The Division of Teacher Education itself has increased external funding from \$1.7 to \$2.3 million.

054 ROGER BASSETT, director of government relations, OSSHE: Let me note two overlapping trends and the steps that brought us to the point where we are today. > A national pattern of change is underway towards professionalisMin the teaching profession and there is a more

complicated education setting. > Measure 5 brings about pressures for consolidation, merger, reorganization and reduction of duplication. > Explains the process the Chancellor has gone through to find out how to meet the proposed budget cuts resulting from Measure 5. Guidelines were produced that are both overall permanent goals and programmatic. > In January, the process was at the campus level where decisions must be made within the guidelines. > This month, the Chancellor reviewed the recommendations from each campus and is responding to the Board. > Requests to come before the committee at a later date when all the information is available.

131 CHAIR PICKARD: Explain why the campuses were not involved in the process sooner.

BASSETT: I am not familiar with internal university processes and cannot give you a good a good explanation.

CHAIR PICKARD: I would like to see chancellor here at the next meeting on this subject.

155 DAVID MYTON, executive secretary, TSPC: Reads his testimony concerning the requirements in HB 3038 (1989 session) for diversity of teacher education programs (EXHIBIT H). > Reviews list of programs approved since the 1989 session. > Points out a inequity between the people who go through fifth year programs and those who go through a four-year program. The statutes exempt elementary and middle school teachers from ever completing a fifth year. > TSPC may propose legislation in 1993 to require everyone to have a standard certificate.

224 CHAIR PICKARD: Nothing is requested this time?

MYTON: TSPC did not believe there was support to get a bill through this session.

265 DR. ENGLE: Gives the committee a brief background of four and five-year teacher education programs and the legislative mandate for diversity. > If the fifth year programs do terminate in a degree, why are we looking at the option of four- year teacher education programs. > TSPC now has three sets of guidelines for teachers.

449 CHAIR PICKARD: This is an ongoing topic. > Comments on how the state is teaching teachers and how teachers relate to young children. > Adjourns meeting at 4:40 p.m.

Submitted by: Reviewed by:

Carolynn Gillson Lee Penny Assistant Administrator

EXHIBIT LOG: A - Testimony - Judith Grosenick - 2 pages
B - Testimony - Christine Chaille - 2 pages C - Testimony -
LeoNora Cohen - 3 pages D-Testimony - Rob Proudfoot - 2 pages
E-Testimony - Jodi Engle - 10 pages F-Articles - Jodi Engle - 5 pages
G-Testimony - Holly Zanville - ? H-Testimony - David Myton - 1 page