

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 March 13, 1991, Page HOUSE SPECIAL COMMITTEE ON CHILDREN'S ISSUES

March 13, 1991 Hearing Room F 3:00 p.m. Tapes 13 - 15

MEMBERS PRESENT: Rep. Bob Pickard, Chair Rep. Vera Katz, Vice-Chair Rep. Mary Alice Ford Rep. Carolyn Oakley Rep. Beverly Stein

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

ISSUE CONSIDERED: Teacher Education Programs

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TAPE 13, SIDE A

005 REP. BOB PICKARD, CHAIR: Calls the meeting to order at 3:10 p.m. Reps. Ford, Stein and Oakley were delayed. > I would like to know what your plans are, as Chancellor, to take care of the situation for elementary teacher education in this state.

Teacher Education Programs Witnesses: Thomas Bartlett, Oregon State System of Higher Education (OSSHE) Shirley Clark, OSSHE Holly Zanville, OSSHE Norman Wessels, OSSHE Robert Franks, PSU and U of O Christine Chaille, faculty members

020 THOMAS BARTLETT, chancellor, OSSHE: One concern we have is the relative capacity in one area as contrasted with another. It became clear where we would have to reduce was teacher education and preparation generally. > A relatively low proportion of the people coming out the programs were actually placed. > There are extensive teacher education programs on six campuses. > No campus has a complete education program. Various institutions play a different part in teacher education programs. > Refers to chart showing the teacher education programs covered at the state institutions (EXHIBIT A). > Refers to list of four and fifth year education programs (EXHIBIT B). > This is a starting point. > A whole other level of teacher preparation will be in the area of instructing students who need technical skills and who do not plan to attend a four-year college. > There are not many gaps but there are a lot of adjustments. > It is true we got rid of some good programs. 126 CHAIR PICKARD: What has become of the body of knowledge we have lost by cutting these good programs?

BARTLETT: One program that was cut is the curriculum instruction doctorate level programs at the U of O. > Considering repositioning those programs at PSU.

152 REP. VERA KATZ: Lists the issues she wants addressed: teacher placement; would cutting the four-year programs approved by the 1989 Legislature mean any savings; do the institutions still require a C-Best or similar type of exam required; need more information about the pedagogy techniques; what is being done to help teachers prepare students for the America's Choice program.

180 CHAIR PICKARD: Do you believe there is currently proper exposure throughout the state to the early childhood education body of knowledge? Where does that critical body of knowledge go?

REP. CAROLYN OAKLEY: I have been getting several inquiries about vocational and technical education. How do I respond to those inquiries?

204 SHIRLEY CLARK, vice chancellor, Academic Affairs, OSSHE: Reviews information in a report submitted to the State Board of Higher Education on March 1, 1991 (see EXHIBIT G, Special Committee on Children's Issues, 2/20/90 minutes). > A correction page for Attachment A, Attachment B, Table A and Table B were provided to the committee (EXHIBIT C). > Placement of teachers: elementary teacher placement is 31 percent of those certified to teach and secondary placement is 35 percent. Two areas of official shortage are school counseling and special education - no changes are proposed in those areas. > Early childhood programs are stronger at U of O, PSU, SOSC and WOSC. > Concern has been raised about the elimination the fifth-year program and related graduate programs at the U of O. There is a proposal to redevelop the programs at PSU. > Important part of early childhood teacher preparation is in special education. Large program capacity at the U of O, WOSC and OSU. > In the OSU College of Home Economics at OSU there is considerable focus on early childhood development.

292 HOLLY ZANVILLE, OSSHE: The 31-35 percent placement only covers teachers that get a job in Oregon's public schools. Some graduates may have left the state or are employed at a private school in the state. The number of elementary teachers produced is around 50 percent. > We still require the C-Best test at the institutions.

334 NORMAN WESSELS, vice president, Academic Affairs & Provost, U of O: Talks about the difficult process a committee went through to arrive at the recommendations to the Chancellor. > Fundamental decision was to get out of teacher education at the U of O except in a few essential areas. A side effect was on the master and doctorate programs. Relieved there is a mechanism to continue those programs at PSU. > The early childhood education and talented gifted areas are extremely important programs but have thin faculty resources behind them. > Finding a way to transport a set of people from one institution to another is difficult. Only talking about transferring tenured faculty from the U of O to Portland State.

REP. KATZ: Is your priority that the tenured faculty be transferred?

WESSELS: The cuts have been focused on nontenured faculty.

TAPE 14, SIDE A

002 BARTLETT: The first concern from Measure 5 cuts was to cut whole programs and not cut across the board.

010 ROBERT FRANKS, acting provost, PSU: At PSU there is a program to attract, retrain and retain minority students. There is a need to work closely with grade schools and high schools. > There is an Exxon funded program to attract more young women and minority students into math and science. > PSU is also developing a program in early childhood education. At institutions, there are efforts being made by the faculty to get out into the grade schools and establish contact with people in communities. > One way to start looking at technical and vocational education is to work with community colleges that could provide much of the training and students could work with the institutions to finish out a degree program.

039 REP. KATZ: Your whole entire curriculum is going to have to change. What you are doing now is not at the level of our expectations. At the community colleges the instructors will have to be retrained.

FRANKS: Education has to respond to the needs.

090 CHRISTINE CHAILLE, teacher education, U of O: I am a tenured faculty member whose program has been eliminated. The early childhood education program is not thin but is an extensive faculty program. It is important not to minimize what is actually being eliminated. > The focus has been on certification programs that prepare teachers. It accounts for a small percentage of enrollment. Most of the people are in the masters and doctorate programs. Eliminating the certification program was never discussed with us. Duplication is only true for certification programs. > Points there are some things not even on the list of programs that were eliminated. > The results of the cuts leave a gaping void in this state.

151 CHAIR PICKARD: Sounds like there is some conflicting information here.

155 WESSELS: There are a number of faculty involved in early childhood education in the elementary teacher education section of the College of Education. > What we have saved in the cuts because of Measure 5 is \$1.4 million. It is a lot of people being terminated.

167 CLARK: The chart referred to earlier lists the teacher certification programs (see EXHIBIT A). It is not a complete listing of all of the graduate programs. It will be used by students when they decide what institution to contact relative to their program interest. Refers to detailed listing in Part II of Attachment A that was sent to the State Board of Higher Education on March 1, 1991.

REP. KATZ: I want a discussion on the four-year and fifth-year issue. > I think the Legislature did the wrong thing with the four-year programs. What would happen if we reversed that decision?

CLARK: What resulted from the legislation was a collection of four-year, fifth-year and MAT programs that represent a diversity of choices. > We expect to do a comparative study of the diverse programs, and look at outcomes and effectiveness.

REP. KATZ: How would this look different with Measure 5 if the Legislature reversed its decision concerning the four-year teacher education programs?

CLARK: It would take a great deal of effort to make readjustments and it would affect the students already in those programs and where the

programs are located.

267 BARTLETT: The four-year programs have more substance now than before.

300 CHAIR PICKARD: Adjourns meeting at 4:00 p.m.

Submitted by: Reviewed by:

Carolynn GillsonLee Penny Assistant Administrator

EXHIBIT LOG: A - Teacher Education Programs - Chancellor Bartlett
- 2 pages B - Four and Fifth Year Programs - Chancellor Bartlett -
2 pages C - Attachments to Academic Plan - OSSHE - 18 pages