

HOUSE COMMITTEE ON EDUCATION SUBCOMMITTEE ON HB 3565

April 19, 1991 Hearing Room 350 1:30 P.M.(?) Tapes 1- 4
MEMBERS PRESENT: REPRESENTATIVE VERA KATZ REPRESENTATIVE BRUCE HUGO
VISITING MEMBER: SPEAKER LARRY CAMPBELL SENATOR SHIRLEY GOLD STAFF
PRESENT: Lee Penny, Committee Administrator Jan Barga, Committee
Administrator Kathleen Beaufait, Legislative Counsel AGENDA ITEMS: HB
3565

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.

NOTES: This meeting was sanctioned by the House Education Committee for the purposes of working out philosophical premises and details on HB 3565, the Oregon Educational Act for the 21st Century. Sometimes called a "subcommittee" and sometimes called a "work group," the group was chaired by Rep. Vera Katz, and members of the House Education Committee were invited to participate as they wished. Some other legislators joined the group from time to time. Otherwise, the group consisted of participants from the educational community, both practicing educators and representatives of the Department of Education and professional associations. The invitation to participate was broad; participants varied from meeting to meeting; there was little distinction among persons seated at the table and in the audience. As a result, many people are inaudible on the tape. This tape log was made nearly two years after the meeting took place. Persons speaking are identified on this tape log only to the extent distinguishable from a cursory review of the tape. WITNESSES: House Committee on Education Subcommittee on HB 3565 April 19, 1991 - Page 2 Len Anderson, OEA, NEA Jerry Fisher Julie Brown, AOI Marv Evans, COSA Joyce Reinke, Department of Education Pam Shelly, Principal, Irvington School Dea Cox, Superintendent, West Linn Mike Holland, State Commissioner of Community Colleges Jeannie Fagnen, President OSCA Bob Baugh, Partnership Division, Economic Development Department Bob Burns, Department of Education Wayne Neuburger, Department of Education Kathy Wyberg, Teacher, Eugene Deanna Woods, Oregon Federation of Teachers Monte Multanen, Department of Education Mike Harris, Alternative Education Association Karen Brazeau, Department of Education Liz White, Teacher, ? Elementary School Sharon Gray, Governor's Office, former Teacher Don TAPE 1, SIDE A 005 REP. KATZ thanked people involved in the bill draft so far. Distributes copies of America's Choice, high skills-low wages article, the bill, and section by section analysis document. Commented on format; "This is a can-do work group". Change your paradigm as to what education will be like. Finances are an issue and we will talk about it but not today. Public hearing will be held with full committee. We will go through the bill section by section BO you can know what group envisioned, go through it again section by section and flag issues that need to be discussed, and attendees will respond how it can be done. The following people around the table introduced themselves: Len Anderson, OEA, NEA; Mike Kaiel, BOLI; Dave Geiger, OSB A; Joan Frank, ODE; unidentified male, representing Beaverton School, Board of Directors (not Superintendent); Kathy Wyberg, teacher in Eugene, OEA; Marv Evans, COSA; Pam Shelly, Principal Irvington School, PPS; George Dier, South Salem High School, COSA; Mike Holland, Commissioner of Community Colleges; Dea Cox, Superintendent, West Linn; Kathleen Beaufait, Legislative Counsel. 062 REP. KATZ reviewed purpose of each section; Sections 2 and 3 sets the State policy. Declaration made in Section 3 as to House Committee on

why things need to be changed; quality of Oregon's workforce be productive to the State, providing competitiveness to business and industries. Section 4: objectives. Section 5: similar goals for early childhood as set by State Board of Education. Section 6: requires raising of standards of common curriculum goals and essential learning skills. Section 7: creates report card for elementary and secondary education; accountability of what is taught and student success -- will incorporate SB 120 and SB 111. Sections 8 and 9: accountability procedure. for elementary and secondary education. Section 10: requires parental involvement in schools by employers and school districts. Section 11: additions. Section 12: expands scope of grant proposals for 2020 and 21st century school program. Section 13: 1% allocation of basic school support for 2020 and 21st century school program and 5% of that to schools making substantial progress. Section 14: requires districts with more than one school to have a 21st Century School Council (new name for school-based management committee) by certain dates. Section 15: expands authority of school site-based management councils. Section 16 and 17: creates the Oregon Distinguished Educators to assist schools to meet standards. Section 18: State policy to encourage educational choice. Section 19: School Improvement and Professional Development Advisory Committee; majority of members to be teachers. Section 20: requires full funding for Head Start by 1997. Section 21: ungraded K-3. Section 22: assessment at various grade levels. Section 23: CIM. Section 24: allows CIM holders to attend school of choice for 11th and 12th grades. Section 25: disallows those without CIMs to work. Section 26: development of programs for CIM. Section 27 and 28: creates Work Force Development Council and describes objectives. Section 29: development of education and training programs for a 2-5 year professional/technical/associate degree program for selected industries and trades. Section 30: sets requirements for professional and technical certificate, and associate degree. Section 31 and 32: requirements for college preparatory certificate. Section 33: higher education institutions and community colleges required to compile achievement level of students. Section 34: 200 day student school year by 1995 and 220 by 2000. Section 35 and 36: changes the school site committees to the 21st Century School Councils. 182 REP. KATZ clarified choice for students to be made at grade 10 level. Whether to continue academic coursework for college preparatory work or professional and technical certificate. Either way can go to college. Students stay in school through grade 12 levels. 202 REP. KATZ explained concept of learning centers, the system designed to integrate social services into school program when educational system isn't otherwise meeting their needs. 224 SPEAKER CAMPBELL explained why he joined the working group. Education of students of prime importance. More and more states getting into trouble with education systems. Lots of resources right here. "Dead serious" about the program REP. KATZ is proposing becoming part of state law and successful. Guarantees his support to that end. 255 REP. HUGO Question: Section 2. - What basis will be used to measure the best educated work force? Who is going to make that determination? REP. KATZ responded; Oregon Progress Board involvement; continuous updating of standards and curriculum. 280 COMMENT: When compared to other countries, have to stay aware of differences of those cultures and system. 295 REP. RATZ responded. Priority should go to academic and professional technical skills. Provided example of T&E "enhancement program" under consideration that should be available to every child. "No child, no child should fail." 318 LEN ANDERSON: National Goals Panel offerings regarding standards and assessments. 339 JERRY FISHER: Private industries have long way to go in how to measure success (re: REP. HUGO

question above). 345 REP. HUGO: Do we want to have a public school system that is nothing more than a producer of workers for industry, a supplier of raw labor? Is that our goal? We can put out robots. Have to teach people how to think, solve problems and to meet daily needs of families. Lots more problems than just workforce. 365 FISHER: They are not ready to learn how to do the job. That is what we need. Not how to do the actual jobs. They need analytical problem solving skills. To work in teams. Basic math and science skills. 391 REP. HUGO: Result may be best trained workforce, but goal may be something else (Section 2 language may be too narrow on this point). 404 JULIE BROWN from AOI: Benchmarks and intervals.

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416 REP. KATZ: Skip to Section 6. 418 MARV EVANS: Concerned regarding breadth of curriculum. What grief schools have taken on not doing the job well enough. Suggested listing higher priorities, some subjects more immediate than others; narrow scope of bill to less than all of common curriculum goals (CCGs). REP. KATZ made comments regarding her conversations with Senate President on similar matter (prioritization of educational services similar to his efforts with health care). TAPE 2, SIDE A 30 ANDERSON: Concerned we get it too narrow. Need to have kids know where to get information (rather than know all the facts approach; should be a "basic skill").

45 REP. KATZ: Section 6: Restate" requirements. JOYCE REINKE: commented on what has already been done on this. Special assessment project Oregon is invited to join on national level. 65 PAM SHELLEY warned that what we measure i. what we will be taught. 70 SPEAKER CAMPBELL agreed. 77 EVANS: Further clarified point. Not just talking about reading, writing and arithmetic. 87 REP. KATZ: May sound like fantasy, but we got to do it, we have no choice. 92 MIKE HOLLAND: High standards is at the heart of America's Choice yet the most difficult. Caught up in cultural discussion about what we will allow schools to become. Schools must do different function, that must be reinforced elsewhere in society. 117 JEANNIE FAGNEN, President of OSCA introduced. 119 BOB BAUGH, Partnership Division, Economic Development Department, was also introduced. 120 FAGNEN comment". Parental participation is part of this process and education. House Committee on Education Subcommittee on HB 356S April 19, 1991 - Page 6 -

128 REP. KATZ confirms necessary change in family and cultural values. 144 SPEAKER CAMPBELL comments. 152 REP. KATZ asks questions about how those working on evolving common curriculum goals will go about the process. REINKE responds. Start with what are the outcomes for the child. REP. RATS interjects. 190 DEA: Importance of links with higher education. 214 REP. KATZ: Commitment from chancellor to involve higher education. Acknowledge must turn teacher training upside down to do this. Knowing we can't do everything, priority of early childhood education. 232 REP. KATZ skips Section 7 because of status of the senate bill which will replace it (Report Card). Section 8: On-site visits; discussion. Section 9: Testing at 3, 5, 8, and 11; this hasn't appeared in statute. Any problems with assessments in grades 3, 5, 8 and 11 were requested. 258 COMMENT: Make thorough assessment of the assessments. Examples of failings of assessments tools. 271 WAYNE NEUBURGER, ODE: updates group on status of Oregon's efforts for statewide assessment. Speaks to concern about appropriateness of assessments to who and what is being assessed. 330 REP. KATZ question: Once CCGs goals identified, how difficult to go back and rework current

assessments? Neuberger responds: they're going to be overhauled; shows importance of being involved in the national project. REP. KATZ speaks to traditional complaints about traditional assessments; plans beyond "paper and pencil tests"; what about portfolios, etc. What exists nationally to help us move in this direction? CIM isn't one big test; high level of achievement at the end of each grade with assessments all the way along. Conversation between the two continues. TAPE 1, SIDE B 005 KATHY WYBERG, Teacher from Eugene, also comments about examples in her school. REP. KATZ asks further questions. SPEAKER CAMPBELL asks whether this innovation can really be done on 55minute class period; perhaps that would have to change. Conversation continues. - Howe Committee on Education Subcommittee on HB 3565 April 19, 1991 - Page 7

032 ANDERSON speaks to obstacle that structure of day presents to innovation; that is significant paradigm to shift. REP. KATZ asks how can we do this (change daily structure paradigm)? School site-based management is the only systemic change visible. Anderson offers suggestions; teacher and other representation on site committee offers this; the ODE 990 hours of instruction rule prohibits teachers having joint planning time. Teacher planning time doesn't count to that requirement, yet plenty more of that needed to accomplish aims of the bill. Do it at the site level. 076 REP. KATZ discussed various methods whereby the joint teacher planning time would be available without being written into the law, and still meeting 990 requirement. 082 DEANNA WOODS, Oregon Federation of Teachers, commented on teacher planning time, and the fact that it takes 10 years for good solid research to reach the classroom teacher. Section 12 identified models; there are many models sufficiently developed to be ready to go. Cited role of national group. 101 JOYCE REINKE, commented on related 2020 experience. 114 REP. KATZ: If language needed to make sure that joint teacher planning time is included, at appropriate time when bill is being amended, flag that issue. 118 ANDERSON: Keep assessments; concerns about time spent testing. 137 REP. KATZ responded as to trade-off. 144 DEA: Integrate ways of knowing rather than actual content of what a person knows. 168 NEUBERGER identified barriers in the report card language. 187 REP. KATZ affirms. 188 MONTE MULTANEN spoke to this integration issue. REP. KATZ confers and asks him to bring information he mentioned. 205 MIKE HARRIS, Alternative Education Association, spoke to alternative modes of assessment and flexibility needs. 225 FEMALE spoke in support of Harris' point, and told of her related experience. 244 Someone made an inquiry on the extension of the school year House Committee on Education Subcommittee on HB 3565 April 19, 1991- Page 8

provision. 252 Someone from ODE responded, and discussion among several ensued. NEUBERGER spoke to the issue of not everyone learning at same rates and subsequent necessity of competency-based assessment. 300 Discussion shifted to foreign language requirements. 319 REP. KATZ moved discussion to Section 10, and spoke to parent involvement. 334 FISHER gave example of what his company grants in the way of parental leave for school obligations related to their children. 357 Someone from AOI qualified the organization's position by comparison. 369 Someone asked how flexible the schools would be to hold some meetings at times parents can typically come. Fischer and REP. KATZ discussed with her. Mentioned video produced by AOI. 401 SMELLY spoke about parental involvement as strongest indicator of student success. Examples mentioned by others to involve parents. 426 SPEAKER CAMPBELL asked about teachers staying with kids beyond one year. Discussion on that delayed. 440 Someone gave another example. 444 REP. KATZ confirmed with representatives of AOI and American Electronics Association that they didn't mind working on some sort of system for business to make

this accommodation to parents. Anderson and others had language concerns. TAPE 2 SIDE B 027 REP. KATZ stated fears about parental involvement. 030 SPEAKER CAMPBELL elaborated on his concern. 039 REP. KATZ asked for input as to what was needed in the bill to make sure we were talking about more than open school night. Someone responded at length. She and REP. KATZ discussed. 072 KAREN BRAZEAU, ODE, spoke about special problems with parental House Comm~ on Ed~ Subcomm~ec on HB 3565 April 19, 1991 - Page 9 .

involvement for parents of special education students. They are enthusiastic, but rebuffed when they question school practices. 088 SPEAKER CAMPBELL affirmed her point. 092 Someone spoke to obstacles to good interaction between parents and teachers. Someone else relates their experience. SPEAKER CAMPBELL inquired for more detail. 125 Someone else spoke at length regarding related higher education concerns. 138 ANDERSON: Finite teacher time. 146 Someone spoke to school culture issues: uncomfortableness with parental involvement with teachers. 160 REP. KATZ: Task of bill is to generate that without dotting every "i" and crossing every "t." 162 REP. KATZ moved on to Section 12. 180 SPEAKER CAMPBELL asked for examples of teams of teachers continuing with same groups of kids. A teacher responded that sometimes you save 2-3 months per year, and elaborated on her experience. SPEAKER CAMPBELL asked how personality conflicts were dealt with (among teachers-students-parents). 210 HARRIS said there were other models and told about activities at Metropolitan Learning Center. 218 Someone gave another example. 230 REP. KATZ asked certain persons to speak on K-3 ungraded. LIZ WHITE, 1st and 2nd grade teacher, ? Elementary School, Corvallis, reviewed her experience. 248 REP. KATZ asked about people who didn't want their older children helping younger children in the school environment. Wright elaborated. SPEAKER CAMPBELL asked further questions. Discussion with her and REP. KATZ continued. 278 SHARON GRAY, Governor's office, spoke from her previous classroom experience. 320 REP. KATZ asked for more comment from teachers in the classroom. House Committeec on Education Subcom~ruttee on HB 3565 April 19, 1991- Page 10

328 Someone commented who was not a teacher. Discussion. 358 ANDERSON spoke from his experience on an NEA Task Force. Research points in direction taken in the bill. Spoke to issues of community revolt. Spoke to lead time and professional development necessary for current teaching staff to shift their paradigm. Problems of mobility of children and families in the national culture. 417 DEANNA WOODS cited supporting research. 427 REINKE made a statement of caution in terms of the age groups cited by research (pre-k, not kindergarten, at the early end). TAPE 3, SIDE A 004 RBP. HUGO: Why do we have grades at all? Why not have ungraded all the way through? Someone spoke to applying this to higher grade levels. Others joined in discussion. Discussed school-as-factory model on which education system was based (and contributed to grade level demarcations). Someone from Beaverton School District commented 060 REP. KATZ restated REP. HUGO's question and her related concerns. Beaverton representative commented further. REP. HUGO asked further question" of him. Spoke to needs for pilot efforts. 101 DON SHORE followed up on REP. HUGO's questions and discussed further with him. 111 REP. KATZ asked whether these parameters are the appropriate ones. Says bill asks ODE to come up with several models of ungraded primaries, and perhaps ask schools to take on one of several. Should get beyond models to broad implementation. 132 REP. KATZ moved on to Section 13. If state funds K-12, then a piece of that funding should go to research and development. Elaborated. Asked for response. 145 BOB BURNS: Can't just mandate it, must offer incentives for it to

move forward. REP. KATZ responded. 160 SPEAKER CAMPBELL asked for related 2020 program experience in the group. 162 REINKE responded first upon request. Extensive research has House Commltttee on Educadon Subcommittee on HB 3565 April 19, 1991- Page 11

already occurred. Spoke to technical as~istance needed. 204 Someone from a 2020 school program related her experience. 233 REP. KATZ repeated some of the points she made. Elaborated on 2020 program vision. Site committee role that was part of the vision; inclusion of community members; appropriate role in budgetary decisions; necessity for this to develop high performance work organization. 284 REP. KATZ asked for reactions to the requirement of site committees. Her "speech" included, "if something is good and it works, and it is a focal point of change and the literature shows it is where we ought to go, at least for the next 50 years, why not require that school buildings have these elements?" 290 SPEAKER CAMPBELL responded that this was opposite to another premise put forward; must give schools some time to experiment; could agree to mandate down the line. Suggested dollars go with the effort. REINKE supplied background as to current experience and groundwork laid by the 202 0 program. 327 ANDERSON spoke to attempts in his school to get 2020 grant; time involved; jaded skepticiSMas a result of not being sufficient resource to fund their valid proposals. REP. KATZ agreed and cited that was the reason for the 1% funding. 348 Someone asked some figures. Someone was concerned about 1% funding; that it should be a funding priority but not out of basic school funds. REP. KATZ debated. 371 HOLLAND commented. Suggested focussing legislation on the absolute essentials, the high standards, etc. 411 REP. KATZ spoke to 2020 being the only piece that actually says you will reorganize to be a high performance organization. HOLLAND continued as to the impact of holding students accountable to certain standards. 443 REP. KATZ responded about 2020 piece being in there because it was the cornerstone, and the desire for the structure to be expanded to others. Tape 4, SIDE A 006 Someone spoke to the importance of resources coming through that made a now successful program take off (Roosevelt High School). Hou8e Conurlittee on Education Subcol'~rlittec on HB 3S65 April 19, 1991- Page 12

006 Someone spoke to the importance of resources coming through that made a now successful program take off (Roosevelt High School). 013 REP. KATZ spoke further about this in relation to forcing Roosevelt High School through the majority teachers site committee process. 023 SPEAKER CAMPBELL talked about the problem of mandating without the funds to mandate. REP. RATS responded. Others talked further about how groups have continued without funding when the proposed plan is right for the school. 032 REP. KATZ moved on to Section 15. Grants scope of authorities to site councils but not specific directives. Section 16: Distinguished Oregon Educators. 042 Someone clarified REP. KATZ'S comments on Section 15. Discussion ensues among them with interjections from others. REP. KATZ: Yes, if some authority is given to site councils, it may be taken from somewhere else. Two issues were separated: requiring scope of authorities and what they have end decisions on. 085 REP. KATZ: moved on to Section 18 regarding school choice; outlined theory of what happens in attempt to meet child's learning needs before choice becomes an option. Open issue as to whether to leave the choice at that point open to private schools. 128 Mixed discussion as to intentions for next meetings of the subcommittee. SPEAKER CAMPBELL invited persons present to bring research materials forward. Wednesday from 3:00 PM to 6:00 PM was thought to be the next meeting date. 211 Adjourned.

Transcribed by, Reviewed by, Robyn Schutt Jan Bargaen Manpower
Temporaries, Inc. Committee Administrator