

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 COMMITTEE ON EDUCATION

MAY 6, 1991
p.m.Tapes 75-78

Hearing Room F 1:30

MEMBERS PRESENT:Rep. Carolyn Oakley, Chair Rep. Vera Katz,
Vice-Chair Rep. Bruce Hugo Rep. Delna Jones Rep. Mike Nelson Rep. Bob
Pickard Rep. Walt Schroeder

STAFF PRESENT: Carolynn Gillson, Acting Committee Administrator
Karen Edwards, Committee Assistant

MEASURES CONSIDERED: HB 2820 Sets minimum requirements
for home schooling - PUBLIC HEARING/WORK SESSION HB 3565 - Establishes
Oregon Educational Act for 21st Century - PUBLIC HEARING

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TAPE 75, SIDE A

001 CHAIR CAROLYN OAKLEY calls the meeting to order at 1:40 p.m.

HB 2820 - WORK SESSION Witnesses:Alan Thede, Association of Education
Service Districts Dennis Tuuri, Parents Education Association Wilma
Wells, Department of Education Kathleen Beaufait, Office of Legislative
Counsel Greg McMurdo, Department of Education

ALAN THEDE, ASSOCIATION OF EDUCATION SERVICE DISTRICTS: Discusses HB
282 0-5 amendments dated 5/6/91 (EXHIBIT A): >Home schooled children
will be required to take state mandated tests. >An initial registration
will be required for children who are going to be taught in the home.
Written testimony submitted on HB 2820 (EXHIBIT B).

058 REP. VERA KATZ: Refers to page 5, lines four to six of the HB
2820-5 amendments (EXHIBIT A). Could you give me a reason for that?

DENNIS TUURI, PARENTS EDUCATION ASSOCIATION: You have to have two years
in a row to analyze the progress of the child, through testing, after
eight weeks of withdrawal from the public school. Left the existing
testing in place to analyze achievement. This is an additional
requirement. Refers to page five, lines 16-20. This is the procedure
now used in public schools if the parents have a religious objection.

REP. KATZ: Could someone explain what the rationale is behind the
current practice?

WILMA WELLS, DEPARTMENT OF EDUCATION: It was my understanding that if
there were objections to the testing on religious grounds, based on
evolution or the like, parents would be able to have their children
excused.

084 TUURI: In Lincoln County, registered private schools are being
invited into the testing at grades three, five, eight and eleven. The
religious exemption was added for those parents who may have objections.

REP. KATZ: Refers to page five, line 16. That goes far beyond what has

just been stated.

TUURI: You asked about the current practice.

REP. KATZ: It sounded as if the practice was in regard to assessment on evolution and biology.

TUURI: If there are specific objections to specific questions on a subset of the test.

REP. KATZ: That is not what this says. It basically says the home schooled child will be excused from testing.

TUURI: Wanted to include a religious exemption. Would not have a problem if the subsection was changed.

REP. KATZ: Wonders if the assessment could be weighed on religious grounds?

103 TUURI: Theoretically, you could have either a religious or a philosophical objection.

REP. KATZ: What is the existing practice?

TUURI: Believes private school students are only given the option of taking or not taking the tests. In relation to Lincoln County, there were a number of home schooled parents who brought their children into the schools to have them tested and would then be given that option.

125 THEDE: Refers to page one, lines nine and ten. Specifies that handicapped children must be treated differently, under the testing and assessment requirements, from non-handicapped children. Continues to summarize the HB 2820-5 amendments (EXHIBIT A).

REP. DELNA JONES: Refers to page five, lines 16-20 of the HB 2820-5 amendments (EXHIBIT A). Was this drafted to satisfy the Department of Education or the Board, in relation to current practice?

187 THEDE: The Department of Education.

REP. JONES: Should indicate that a section of the test would be exempted, not the entire test.

THEDE: Would like to make clear that the religious exemption, as it is applied to public school students, would be the identical exemption that would be applied to home schooled students.

REP. OAKLEY: Concerned about page five, lines 16-20 and the broadness of the language.

KATHLEEN BEAUFAIT, OFFICE OF LEGISLATIVE COUNSEL: The problem with figuring out ahead of time where the objection may lie is difficult. Not familiar with all of the religions that are involved with testing. If parents are put in the position where they must justify their objection, the administrators of the program are put in the difficult position of questioning the content of the religion. This is a constitutionally safer method of dealing with this issue.

241 REP. JONES: Could the representative from the Department of Education clarify current practice?

GREG McMURDO, DEPARTMENT OF EDUCATION: Believes this is the current practice with respect to testing curriculum and other matters.

REP. BRUCE HUGO: Would like to know if language such as, "A home schooled child may be excused from those portions of testing required if there is religious objection", without giving reasons as to why the person may object to a certain portion? The way the language reads now, it looks like the whole test can be objected to. Not sure that is in good public interest.

BEAUFIT: Thinks that is the attitude taken by the courts in relation to these questions. The language does include "the testing required by this subsection or any part thereof".

REP. HUGO: Does the language, "or any part thereof" refer to the test or the subsection?

BEAUFIT: It is part thereof of the testing.

274 REP. HUGO: Refers to page four, line 28. What does the word "subsection" refer to?

BEAUFIT: Would say the wording should have been "testing" not "subsection".

REP. HUGO: Can that be reworded?

BEAUFIT: We could reword it by saying, "from the testing or any part thereof".

REP. HUGO: Any part of the test may be objected to?

BEAUFIT: Right.

REP. OAKLEY: Could you go over that again Kathleen?

289 BEAUFIT: The sentence would read, "A home schooled child may be excused from the testing or any part thereof required by this subsection if there is a religious objection".

TUURI: Did not ask for this to be put into the statute.

BEAUFIT: If you are going to be this specific about the application of statewide testing requirements for home schooled children and there is to be an exception granted on religious grounds, it should be specific in practice.

REP. HUGO: We are saying that a home schooled child may be excused from the testing or any part thereof required by this subsection if there is religious objection?

BEAUFIT: Yes.

MOTION: REP. HUGO moves to adopt the dash five amendments dated 5/6/91 to HB 2820 (EXHIBIT A), and amend page five, line 16, taking the words "or any part thereof" from line 17 and inserting them on line 16 between the words "testing" and "required".

VOTE: Hearing no objection, Chair Oakley so moves.

MOTION: REP. HUGO moves HB 2820 to the floor with a "due pass" recommendation.

VOTE: In a roll call vote, the motion carries with all members voting AYE.

Tape 75, Side 4 HB 3565 - PUBLIC HEARING Witnesses: Mari Anne Gest, Oregon School Employees Association Bill Resnick, Attorney Dr. Jim Burton, Condon School District Dan Barker, Crow-Applegate-Lorraine School District Jim Buck, Orient School District Marvin Evans, Confederation of Oregon School Administrators John Olmsted, Benson High School, Night School William Greenfield, Portland State University Lauren King, Educator John Seaver, Oregon Precision Metal Fabricators Association Bob Everhart, Portland State University Mark Siegel, Oregon Federation of Independent Schools Anne Fischer, Cedarark Park School Doug Sherman, Portland State University

350 MARI ANNE GEST, OREGON SCHOOL EMPLOYEES ASSOCIATION: Reads written testimony in support of HB 3565 (EXHIBIT C).

TAPE 76, SIDE A

001 GEST: Continues to read written testimony (EXHIBIT C).

080 BILL RESNICK, ATTORNEY: Testifies in opposition to HB 3565:
>Appears to be a high stakes education bill. >Feels vocational education further creates inferior education. >Feels HB 3565 will further encourage tracking. >Feels HB 3565 will be portrayed as the end of comprehensive education.

223 REP HUGO: Why are you under the impression that children will not attend school after the 10th grade?

RESNICK: Thinks that a large number of students who are forced to designate themselves on a professional or technical track, will in fact be channeled into the community colleges and other programs that they will eventually find meaningless and will drop out of school. This is looked at as an effort to downsize education.

REP. HUGO: Is your assessment of vocational education in Oregon today, one that is an inferior general education and nothing will ever change that?

RESNICK: Feels it will be very difficult to change. In the absence of money and in the absence of any experience in creating mass vocational education. Mass vocational education has never worked in the United States.

REP. HUGO: Assuming, of course, it never will then?

RESNICK: Thinks with enough years, funding, a vast change in values and successful model programs, it could work. We do not have one good educational system in Oregon, how can we conceivably create another one?

REP. HUGO: You made the comment that if HB 3565 passes it would "break the hearts of our teachers", how would that happen?

263 RESNICK: Presently, teachers work with other teachers showing them models, techniques, and curriculums where in fact all of the children in the classroom can become motivated and achieve success. That does not happen enough in of our classrooms.

REP. HUGO: How will HB 3565 break their hearts?

RESNICK: Those teachers who are making an effort by helping other teachers achieve excellence in education are going to see that Oregon has two classes of students, college preparatory and vocational. If HB 3565 is passed, the wrong message will be sent.

REP. KATZ: Do you think it is tracking if youngsters have mastered two foreign languages, algebra, geometry, trigonometry, literature, music, sciences and the arts? Do you feel that this describes the system that we currently have today? The students who sit in the classroom to keep the seats warm, to graduate from high school, are not very well educated or trained. Do you think if we can raise their level of academic achievement to what has been described, you will have a tracking system? Maybe all of these youngsters will go on to college.

314 RESNICK: Technically, does not hope everyone goes on to college.

REP. KATZ: Sixty percent of the students do not.

RESNICK: Feels we need a school system that does provide a comprehensive and good education.

REP. KATZ: That is what "bench marked to the highest in the world means". It does not mean what we have today.

RESNICK: Knows that the claims are made by proponents of HB 3565 that the professional and technical programs will have a very high quality education in the liberal arts. Why do we want to set up a second

education?

REP. KATZ: All children are different. Even though they have those skills, there are youngsters who want to go into a profession and not attend college. To think that every child has the same career objective is being terribly naive. In our society today, many youngsters need to go to work.

RESNICK: We should make employment a real learning experience for them.

REP. KATZ: That is the point of HB 3565.

RESNICK: We do not have to force students into what will inevitably be an inferior educational system.

REP. HUGO: That is a monumental assumption.

355 RESNICK: Where is the administrative capacity, the models and where is the money for setting up a second educational system? Why not set up one quality educational system?

REP. KATZ: Under this system, students will have broad rigorous academic programs in the 11th and 12th grades. Along with expertise in very broad professional and technical areas. Hopefully, they will be able to get jobs that will pay living wages for themselves and their families.

RESNICK: Shares that goal. Does not think the high schools are a place for teaching technical skills.

379 REP. MIKE NELSON: Has a difficult time following the testimony as it pertains to HB 3565. It seems that you are pointing out, in your criticisms, the faults of our present system. Are you here as a representative or here on your own?

RESNICK: Here on my own. Concerned about the children who will be injured through a tracking system.

TAPE 75, SIDE B

011 DR. JIM BURTON, CONDON SCHOOL DISTRICT: Reads written testimony on HB 356 5 (EXHIBIT E)

075 REP. KATZ: Section 13 reflects additional resources for the current 202 0 program.

DR. BURTON: Interpreted that as being an additional incentive for those districts who are moving toward meeting the goals. Continues reading written testimony (EXHIBIT E).

127 REP. OAKLEY: How many students are in your district?

DR. BURTON: We have 240 students.

REP. KATZ: Asked the Department of Human Resources to look into a way of restructuring the delivery of services. To have those services integrated into the schools themselves.

DR. BURTON: That would be beautiful. It is greatly needed in our schools.

REP. JONES: How far are you from the nearest district or school?

DR. BURTON: The Fossil School District is 20 miles away.

REP. JONES: When we look at the distribution of funds we also take into consideration how rural each school district is.

DR. BURTON: Perhaps the local Education Service Districts could take more of a leading role in the resource center concept. Continues reading written testimony (EXHIBIT E). Refers to section 22, why should

we wait until the student fails?

179 REP. KATZ: That was my original thought. The parent school should be given a chance to do some remediation. Allow the school a year to see if progress can be made.

DR. BURTON: Continues reading written testimony (EXHIBIT E). Would like to see performance objectives or outcomes to know when the standards have been met.

210 REP. KATZ: That will be done. After we understand what is expected of these youngsters. Then the outcomes and expectations will be developed as well as the assessments.

DR. BURTON: Would be nice to have some assessments that will take on an international character. Looking at other countries on a comparable basis. Continues reading written testimony (EXHIBIT E).

REP. KATZ: Has the community gone through their assessment in terms of employment opportunities to find out what occupations will be required in that community? Those are the kinds of training programs you may want to take a look at.

REP. JONES: The communities and schools have a real need to work together to develop and encourage activities and industries to keep children in the community.

261 DR. BURTON: Does not think making a selection at the sophomore level is irrevocable or irreparable to the point where a person cannot retrain after high school.

REP. KATZ: It will be our responsibility to make sure that the curriculum still allows these youngsters to choose the professional/technical certificate and still be able to attend college.

DR. BURTON: Allowing choice for students and even adults needs to be kept in mind when drafting HB 3565.

307 DAN BARKER, CROW-APPLEGATE-LORRAINE SCHOOL DISTRICT: Reads written testimony (EXHIBIT F). It will be difficult to reach an objective standard.

REP. KATZ: A portion of the assessments will be the new assessments that are being developed. You will still have the standard assessments that are currently provided by the Department of Education until we have something better.

DAN BARKER: Continues to read written testimony (EXHIBIT F). If the District is required to offer a tremendous number of services for these students, it will fiscally impact us.

REP. JONES: What would cause your long-term distribution costs to be different from your short-term distribution?

DAN BARKER: Our school district has a history of supporting its schools at a higher rate per student than the statewide average.

386 REP. JONES: What is your cost per student now?

DAN BARKER: Around \$7000.00. We will be negatively impacted. Continues to read written testimony (EXHIBIT F).

TAPE 76, SIDE B

001 BARKER: Continues reading written testimony (EXHIBIT F). Does not have the ability to teach students about electronic systems of automobiles in an automotive class.

REP. JONES: Why are you still teaching electronics?

BARKER: We are reaching a point where we may actually be dropping or changing the class.

REP. JONES: This is the type of situation where if we are teaching things that are not relative, we are wasting money.

BARKER: We are training students for careers and jobs that do not exist. Bank tellers are being replaced by automated teller machines.

028 REP. KATZ: The professional/technical certificate would train bank tellers to handle money at the window along with the writing up of mortgage loans.

BARKER: We can work with Lane Community College in developing cooperative work experience programs. Other small schools are not located near larger school districts or community colleges to take advantage of the kinds of things that some students may want to pursue.

REP. KATZ: The two plus two program is the most successful program that we have in place which everyone supports and can be identified as a tracking program.

BARKER: Continues reading written testimony (EXHIBIT F). It would probably be worthwhile to have the occupation and trade standards established before we develop our Certificates of Initial Mastery.

REP. KATZ: We may.

BARKER: Continues reading written testimony (EXHIBIT F) in support of HB 356 5. The implementation may be difficult.

059 REP. JONES: What type of a school district are you?

BARKER: We are a K-12 school district with 470 pupils.

JIM BUCK, ORIENT SCHOOL DISTRICT: Addresses concerns: >Need time for organizing and planning changes at the local level. >Need to gear changes toward open not forced choices. Have to be sure that the negative interpretations that are being drawn from HB 3565 are not the ones that will be used in future directions.

095 REP. KATZ: How would you do that?

BUCK: Have to recognize that we have a defacto tracking system. For a lot of students it is a dead end track. Cannot wait until the children are 16. All of the social services that have some impact should be focused much earlier. Would like to suggest models and pilot programs.

REP. KATZ: There is another bill that has money attached to model professional/technical programs. The future 2020 program will focus on models to reflect the changes in HB 3565.

141 BUCK: There is not a lot of good literature on how to improve teaching. Continues to address concerns: >Testing - cautions on switching over to a quantitative emphasis for accountability. Should look at the qualitative differences that are improving outcomes. It was not too long ago that we were into drafting high school competencies. The minimum requirements have not been that palatable for many districts.

REP. KATZ: Could you expound on the requirements not being palatable?

BUCK: There was a strong push, 10 to 15 years in developing minimal competencies that would qualify students for a diploma. The problem came down to minimums that reflected high expectations. Continues to address concerns: >Need to hold school staff accountable, having the responsibility to make changes as they see fit. >Concerned with the revenue and the time it will take to allow this program to be implemented.

213 REP. WALT SCHROEDER: Are we throwing students off course by

deciding in the fourth grade the children who are prepared for college and those who are not?

BUCK: There are many studies that show what a child does in the fourth grade is basically what a child does in high school.

REP. SCHROEDER: Is this cut and dry?

BUCK: Not necessarily. It tells us we need to intervene earlier if we are going to make a substantial change in the future possibilities for the child.

REP. SCHROEDER: People think that the Certificate of Initial Mastery means that school is over in the 10th grade. Does this certificate give the impression that it also a certificate of terminal mastery to some?

BUCK: This is only an accountability mark stating that children have obtained a certain level of proficiency that the State Board has deemed essential.

245 REP. SCHROEDER: Maybe it should be called a Certificate of Starting Level?

BUCK: Assuming that all of the students will go on from there, hopefully there will be more choices than they have right now in terms of what their options are.

REP. SCHROEDER: Do you feel people are sensing that the options will be narrowed?

BUCK: Yes. There is definitely that thought. It might help to clarify in HB 3565 what is expected of the individual schools and districts.

REP. JONES: Hopes identifying the child at-risk is not identifying the child that is not going to college.

289 BUCK: We need to recognize that our whole school environment is what is at risk.

REP. JONES: How do we make sure the student stays interested in what the school provides?

BUCK: Very careful balances will have to be maintained.

REP. SCHROEDER: Saying that a child is not going to make it to college is somehow transmitted to that child.

BUCK: Early in school, messages are being sent. These messages need to be changed.

327 MARVIN EVANS, CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS: The message is also being sent that you are a failure unless you are a college student.

REP. SCHROEDER: We need to convey to students that they can be the best in whatever profession they choose.

REP. KATZ: Do you think that you can change your own thinking to know that every child is expected to succeed in that it is your responsibility to make sure it happens?

BUCK: You have to be convinced that every child can learn to do what needs to be done.

363 EVANS: Supports HB 3565 and submits proposed amendments (EXHIBIT G).

JOHN OLMSTED, BENSON HIGH SCHOOL, NIGHT SCHOOL: Addresses effects of HB 356 5 on high school students: >Ninth and tenth grade teachers, will be assessed on the performance of their students on the test of Initial Mastery. Teachers will be put under tremendous pressure.

TAPE 77, SIDE A

001 OLMSTED: Continues testimony: >Concerned that the college-bound students and the professional/technical students will be placed on separate certificate tracks.

REP. KATZ: Could you show me where that is stated in HB 3565?

OLMSTED: It states that the college-bound students will be on a separate certificate track.

REP. KATZ: It does not say that the students do not take the same classes. We do not have the plan put together yet.

OLMSTED: If they are all taking the same classes, why are they getting separate certificates?

REP. KATZ: It is a rigorous academic program. At this time, no one knows what the curriculum looks like.

032 WILLIAM GREENFIELD, PORTLAND STATE UNIVERSITY: Addresses concerns: >Urges the committee to proceed with caution on elements related to the Certificate of Initial Mastery, the learning centers and the establishment of vocational/technical programs. Suggests pilot programs. >Would like to see the attention shift to the early years. Submits written testimony (EXHIBIT H).

LAUREN KING, EDUCATOR: Testifies in opposition to HB 3565: >Career options are narrowed. >Will produce a group of people who will not think critically.

096 REP. JONES: Did you assume from HB 3565 that the provisions you just described are not provided for?

KING: HB 3565 states after the 10th grade, students would elect to go into a college preparatory program or a technical/professional program.

REP. JONES: Did you assume that critical thinking was not a part of the educational process?

KING: The schooling should not be just for the job market needs of today. This education bill is not going to change the structure of work in the American economy.

REP. JONES: Does not think that critical thinking was eliminated from the educational process that is needed.

KING: There will be a large amount of education that is set aside for training people for specific skills in the job market today. There is no place for that in public education.

138 REP. KATZ: What makes you think when these youngsters receive Certificates of Initial Mastery they will have the academic skills at the today's current level?

KING: Looking at the present educational system, by taking resources and making two programs will be very difficult.

REP. KATZ: Did not answer the question. We, as a society, have an obligation to every child to make sure that they succeed.

KING: The only way to ensure that children will succeed is through heterogeneously grouped classes and schools.

OLMSTED: If you look at any of the research, higher standardized testing equals lower critical thinking.

REP. KATZ: We are looking at a new generation of assessments to avoid that from happening. It amazes me, as teachers, you do not have the vision that some of us have that the system can and should change.

KING: We have some reality behind what we are seeing.

187 REP. SCHROEDER: Are you saying heterogeneous groups may offer an alternative?

OLMSTED: Yes. If they are given the opportunity to mainstream with other students in good schools.

REP. KATZ: You teach at Benson High School?

OLMSTED: Yes.

REP. KATZ: Does that system meet your standards?

OLMSTED: Concerned at what would happen at Benson High School. If a student receives a certificate for vocational/ technical training, does not feel the chances of that student getting into college will be as great as the student who receives the college preparatory certificate.

222 REP. KATZ: You have completely ignored the curriculum from K-10, where the real emphasis of HB 3565 focuses on the early years. The kind of curriculum and mastery one will achieve by grade 10 will be different. It is not what you are seeing in the schools today. This point is difficult to communicate.

OLMSTED: Was the Chapter One director of Irvington School. The teachers found it difficult to influence the different directions between the students who come from very high income white families and the students who come from low income black families. According to research, your idea that schools will level the playing field will not work.

REP. KATZ: You accept the unequal educational system that we have today?

273 OLMSTED: HB 3565 would move to the old paradigm of higher increases in testing and earlier determinations of college and vocational track students.

REP. KATZ: Surprised that you do not believe that children can achieve a high mastery of skills.

OLMSTED: Did not say that. If you are in the 11th grade and black, you are affected by the racism in this society. If you are a woman, you are affected by the sexism in this society. Research has shown that the testing is designed for white middle class students.

306 REP. MIKE NELSON: Has enjoyed the testimony and thinks valid suggestions have been made.

JOHN SEAVER, OREGON PRECISION METAL FABRICATORS ASSOCIATION: Testifies in support of HB 3565: >Eighty-five percent of their employees are not college graduates. Forty percent are not high school graduates. HB 3565 would provide and support alternative career choices. >Owe students who do not choose to attend college, viable job opportunities that provide good incomes.

408 BOB EVERHART, PORTLAND STATE UNIVERSITY: Submits and summarizes written

testimony (EXHIBIT I).

TAPE 78, SIDE A

024 REP. KATZ: It is our intent to build a time line. We need to move HB 356 5 systematically.

REP. HUGO: How many faculty members do you have at Portland State University?

EVERHART: Approximately 44.

REP. HUGO: Of those 44, how many years, on the average has it been since those 44 have been in a public school classroom?

EVERHART: It depends on the individuals.

REP. HUGO: How many have held a K-12 teaching position and how recent has that been?

EVERHART: Again, depends. Would say at least 80 percent of the faculty have or had valid certificates.

055 REP. HUGO: We teach people to become teachers but the people who are teaching the prospective teachers, in a large degree, have no basis to understand what is currently going on in the classroom. How do you deal with that?

EVERHART: Would say that is a bit of an overstatement. The basis being improved is not an overstatement. To hold a certificate is not necessarily indicative of how well a teacher understands the public schools.

MARK SIEGEL, OREGON FEDERATION OF INDEPENDENT SCHOOLS: Reads written testimony (EXHIBIT J).

108 ANNE FISCHER, CEDAROAK PARK SCHOOL: Reads written testimony (EXHIBIT K).

147 REP. KATZ: Could you comment on the testimony that has been heard? Are there elements you feel comfortable and uncomfortable with?

FISCHER: Concerned about the focus on letter to the editor that perceives HB 3565 as a tracking system in the decision made after the 10th grade. People are seeing high school ending in the 10th grade. Feels there is a public relations problem with HB 3565.

180 DOUG SHERMAN, PORTLAND STATE UNIVERSITY: Submits and summarizes written

testimony (EXHIBIT L).

REP. HUGO: You do not want to separate students through tracking, are we not separating them now through course offerings?

SHERMAN: Diverse classes can exist in every high school regardless of some of the course offering choices that students make.

231 REP. HUGO: We are tracking students from grades K-12 now. If tracking is an evil in itself, do we throw the system away? If tracking can be a constructive series of avenues, lets work on developing those avenues.

SHERMAN: Aware of information that shows there is no good tracking system.

REP. HUGO: You as an academic, opened to exploring various avenues of thought are of the opinion that tracking is inherently bad?

SHERMAN: And as a teacher, yes.

REP. HUGO: Why do we track?

SHERMAN: There are answers out there now to deal with tracking. HB 3565 through heavy emphasis on assessment, through the anticipation of different future is not going to help it in many ways. It will undermine some of those reforms.

REP. HUGO: Would agree that we need a different word instead of tracking?

SHERMAN: Thinks tracking is a very important word.

REP. HUGO: You have a role in society, helping to prepare people to go into the system that we are talking. It does not work very well for a lot of people.

264 SHERMAN: It works for some people. It does not work for a very large number.

REP. HUGO: It works for those kids who would survive any system that was designed.

SHERMAN: The questions that are being raised are exactly the ones that this committee and the Legislature has to deal with in depth. Knows there are concerns about getting some reform in place.

REP. HUGO: Does not think the Legislature is equipped or the proper place to make this decision. We are doing it because educators can not or will not for what ever reasons.

SHERMAN: Can understand the impatience. Does not think enormous gambles should be made with student's lives because of that impatience. Hopes discussion can be achieved before HB 3565 becomes law.

303 REP. KATZ: If we wait, it will never happen. Additional written testimony submitted (EXHIBIT M), (EXHIBIT N), (EXHIBIT O), (EXHIBIT P) and (EXHIBIT Q).

CHAIR OAKLEY closes the public hearing at 4:23 p.m

Submitted by: Reviewed by:

Karen Edwards Carolyn Gillson Committee Assistant Acting
Committee Administrator

EXHIBIT LOG:

A - Amendments to HB 2828 - Staff - 3 pages B - Testimony on
HB 3565 - Department of Education - 2 pages C - Testimony on HB
3565/Amendments to HB 3565 - Mari Anne Gest - 15 pages D-Testimony on HB
3565 - Bill Resnick - 4 pages E - Testimony on HB 3565 - Dr. Jim
Burton - 3 pages F - Testimony on HB 3565 - Dan Barker - 2 pages
G - Amendments to HB 3565 - Marvin Evans - 2 pages
H - Testimony on HB 3565 - William Greenfield - 1 page
I - Testimony on HB 3565 - Bob Everhart - 2 pages
J - Testimony on HB 3565 - Mark Siegel - 4 pages
K - Testimony on HB 3565 - Anne Fischer - 1 page
L - Testimony on HB 3565 - Doug Sherman - 1 page
M - Testimony on HB 3565 - J. M. Gates - 1 page
N - Testimony on HB 3565 - Katherine Wiper - 5 pages
O - Testimony on HB 3565 - James Horn - 2 pages
P - Testimony on HB 3565/Amendments to HB 3565 - John Danielson -
5 pages Q - Testimony on HB 3565 - Oregon School Boards
Association - 11 pages