

SENATE COMMITTEE ON EDUCATION

May 23, 1991 Hearing Room 343 3:00 p.m. Tapes 86 - 87
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair
Sen. Joan Dukes Sen. Peter Brochnan Sen. Ron Grensky Sen. Paul Phillips
Sen. Cliff Trow STAFF PRESENT: Jan Barga, Committee Administrator
Angela Muniz, Committee Assistant MEASURES HEARD: SB 805 - Education
Reform Commission - WS HB 2428 - Responsibilities of Deputy
Superintendents - PH HB 2421- State Textbook Commission - PH

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TAPE 86, SIDE A

005 CHAIR SHIRLEY GOLD: Calls the hearing to order at 3:15 p.m.

SB 805 - EDUCATION REFORM COMMISSION - WORK SESSION: CHAIR GOLD: Reviews what the bill does and presents a letter to be sent to Senate President Kitzhaber proposing the establishment of an interim commission on school reform (EXHIBIT A). 051 SEN. CLIFF TROW: This is a way to get some of things done that this committee has talked about.

SEN. PAUL PHILLIPS: Suggests using HB 3565 to bring together a group of people to discuss school reform instead of a letter to the President Kitzhaber.

CHAIR GOLD: Last interim in the House Human Resources Committee, health care reform was brought about with participation from citizens. I am not willing to hand over my responsibility as a legislator to pursue legislative reform in the field of educational reform. I want us to be in charge.

SEN. PHILLIPS: Whether this passes, fails or goes as a letter, the legislative body will have to go forward and examine the structure of education. I happen to believe we unfortunately do not encompass all the knowledge in the world and need to draw on outside support whenever possible. Senate Committee on Education May 23, 1991 - Page 2

125 CHAIR GOLD: That is encompassed in the intent of the letter. I don't think we are in disagreement.

MOTION: SEN. TROW moves to send the letter addressed to President Kitzhaber date May 23, 1991, relating to SB 805.

135 SEN. RON GRENSKY: I appreciated the chair's efforts set out in the letter but I am afraid we may be sending mixed signals to the President and the Speaker that we are not open to outside intervention. So far, I don't think we have a good track record on reforming the educational process. There may be a better way to do it. I don't want to head down the same path on this issue and I do not support the motion. 158 SEN. PETER BROCKMAN: The letter is noble and interim committees have done worlds of good in lots of areas. I support the bill and if the motion does pass to send this letter, I would ask that my name be removed from it. CHAIR GOLD: "I just want to make sure for the record that we understand that the bills that have passed through this Legislature in education reform have been the initiative of legislators, with the assistance of wonderful outside citizens working with them." We are not

talking about supposition. We are talking about historical record and shirking our responsibility by doing otherwise.

189 SEN. JOAN DUKES: I have been frustrated with the way education is handled. We keep creating these outside groups that cannot get most of their legislative package through the process. Groups legislators serve on are more likely to get something through. What you are proposing in the letter seems to have a better chance. I am also a governmental skeptic when it comes to putting money out for another study and another recommendation is going to set on the shelf. We make people really frustrated and some of them just give up in the process.

225 MOTION CARRIES: In a roll call vote, the motion carries with Senators Brockman, Grensky and Phillips voting no.

INFORMATIONAL HEARING - ADMINISTRATOR TRAINING: Witnesses: Joyce Reinke, Department of Education Wayne Rollins, Confederation of School Administrators (COSA) Malia Stevens, member of work group David Connley, Division of Educational Policy and Management (DEPM) David Myton, Teachers Standards and Practices Commission (TSPC)

CHAIR GOLD: HB 2100-2103 contain the recommendations by the Joint Interim Education Committee work group on training and leadership development. Some of the recommendations are similar to what is in Rep. Katz's HB 3565.

282 JAN BARGEN: Lists members of the work group and notes the ones that are in the audience. > Refers to the report from the work group (see EXHIBIT H, November 30, 1990 minutes, 1989-90 Interim). ~ The work group talked about the need for quality leadership among educators and the roles of the teacher, the principal and the superintendent in school reform.

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> Explains how the work group concentrated on the role of administrators. > Reviews the legislation proposed by the work group, HB 2100-2103 (LC 175 2-1755).

TAPE 87, SIDE A 005 JOYCE REINKE, Department of Education: Talks about her experience as an administrator. > Reviews a profile of the current status of Oregon school administrators (see page 4 of report). > There needs to be a way for people without an educational background to become administrators. > Speaks about the need for well-trained leaders. Teachers need to have leadership training if we are moving to on-site decision making. > Need a different kind of training component for administrators. > Explains how the work group was a valuable experience.

071 SEN. TROW: Is it still the case that a lot of high school administrators were former coaches? If so, are they trained to be good facilitators?

REINKE: There are a number of administrators who were coaches but I don't have any statistics on that. > Talks about administrator training. BARGEN: In Appendix I in the report there are some statistics concerning administrators.

110 WAYNE ROLLINS, associate executive director, COSA: Around 49 to 51 percent of the school administrators are retiring in the next few years. Many of them started as coaches. Other routes were used by the newly hired administrators. There is a tremendous gap in the type of leadership needed for changing schools. The number of applicants for principalships is dropping. Because of school reform and Measure 5, the roles of high school principals are uncles defined right now. A major issue is that some administrators are unwilling to work with site-based management teams and include teachers in the decision-making process. The most important things here are related to recruitment and placement. There is a gap between the training people receive and the skills that are needed on the job.

167 CHAIR GOLD: Being part social worker seems to be part of the job description.

ROLLINS: It is a very demanding and hard job. Principals are frustrated with the kinds of pressures on them. Someone needs to facilitate the school process.

CHAIR GOLD: What has happened with the leadership institute that COSA runs?

ROLLINS: We have a six-year grant and we are now going into the fifth year. > Talks about their institute and the people involved.

239 MALIA STEVENS, former teacher and Work Group member: Talks about participating in the work group. > Concerned about what is happening for young children in the schools and who is providing leadership for the reforms in Rep. Katz's HB 3565. > Suggests early childhood training should be part of the training for administrators as well as Senate Committee on Education May 23, 1991- Page 4

teachers. BARGEN: Elementary school principals tend to come from secondary schools and do not have experience with the elementary grades.

287 DAVID CONNLEY, associate professor, DEPM, U of O: Reviews their responses to the recommendations of the work group (EXHIBIT B). Refers to recommendations 6-9 beginning on page 12 of the work group report.

430 DAVID MYTON, TSPC: Explains why TSPC supports HB 2100 which changes the word "certificate" to "license". If the change is made when the administrative rules are changed, it can be done inexpensively. The bill also directs TSPC to set up an assessment system of school administrators .

TAPE 86, SIDE B

036 MYTON: Developmental work will be needed to make assessment a requirement for anyone getting a license. We estimated it would costs \$200,000 to develop the assessment system and about \$500 per applicant to implement it. The bill is in the Joint Ways and Means Committee. > Explains how TSPC is committed to try and change certification from measuring inputs to looking at outcomes. 080 SEN. TROW: It seems that most professions have a lot of internal leadership. Rather than outside groups telling a profession to license its members, it should come from the profession. Are we getting the message from teachers and administrators that they want to be licensed as professionals?

MYTON: The profession has been supporthe of this locally and nationally.

COSA has an interest in seeing recognition of outstanding leadership.

SEN. TROW: Does COSA want a monitoring or testing system of administrators?

ROLLINS: COSA has operated an assessment center for about eight years but it has not been mandatory. Around 600 people have gone through the assessment center. Suggests having a certificate for those who want to go above and beyond the license. There are many members of COSA who are interested in increasing their skill level.

152 General discussion concerning 2020 schools. 220 SEN. TROW: Has an analysis been done of the reforms in HB 3565?

CONNELY: At the U of O, we have been doing an analysis and can provide it to you.

HB 2428 - DEPUTY SUPERINTENDENTS - PUBLIC HEARING: Witnesses: Greg McMurdo, Department of Education Rick Burke, Department of Education Wilma Wells, Confederation of School Administrators (COSA) Senate Committee on Education May 23,1991- Page 5

279 GREG McMURDO, Department of Education: The superintendent asked for this legislation in order to flatten the organization structure of the Department without losing unclassified positions. > This bill authorizes the superintendent to appoint more than one deputy superintendent and designate what their authorities and responsibilities are. > Reviews what the bill does. > The bill has no fiscal impact. Any new positions would have to be approved by the legislative assembly or by the Emergency Board during the interim. > Provides copies of the old and new organizational charts for the Department (EXHIBIT C). > In the House Agency Reorganization, there was a desire to fix this situation for all state agencies. SEN. TROW: I notice on the chart there will be a chief deputy and the statute does not call for that. Is the superintendent simply going to decide who will be chief deputy?

McMURDO: It is not necessary in statute to specify that. If the superintendent chooses to name one, that is what the working title is.

404 SEN. McCOY: Did you say earlier that six associates would be switched to deputies?

McMURDO: We would go from six associates to four and gain two deputies. The salary ranges are the same and only the designation changes so we don't lose unclassified positions.

TAPE 87, SIDE B 009 SEN. TROW: At some point do you plan to make a distinction between those who are associate superintendents and those who are deputy superintendents in terms of salary?

McMURDO: There are no plans to do that.

RICK BURKE, Department of Education: Salaries are controlled by the Executive Department. The associates and chief deputy are in the same salary range.

SEN. TROW: Why don't you call all of them deputies?

BURKE: A deputy can act on the behalf of the superintendent.

029 WILMA WELLS, COSA: Since this structure does not cost the state any more money and seems to be a reasonable way to reorganize the Department, it is a good way for the superintendent to go.

HB 2421 - STATE TEXTBOOK COMMISSION - PUBLIC HEARING: Witnesses: Greg McMurdo, Department of Education Barbara Wolfe, Department of Education

051 McMURDO: Abolishing the State Textbook Commission is a minor part of the bill. The purpose of the bill was to streamline the textbook adoption process and save money for school districts and the Department.

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070 BARBARA WOLFE, curriculum coordinator and textbook adoption supervisor, Department of Education: At the direction of the State Board of Education, a committee convened to do a thorough study of the textbook adoption process in Oregon. > Explains the advantages to school districts with the new process and refers to handouts outlining the proposed adoption process and the current adoption process (EXHIBIT D).

SEN. TROW: The proposed new process looks more complicated. CHAIR GOLD: Explains the bill would be scheduled for another hearing so people of the State Textbook Commission can testify on it.

McMURDO: Lists those groups or agencies that support the bill.

173 CHAIR GOLD: Adjourns the meeting at 4:50 p.m.

Transcribed by: Barga Assistant
Reviewed by: Carolynn Gillson Administrator
Jan
EXHIBIT LOG: A - Administrator
B - Administrator
C - Testimony on SB 805 - Committee staff- 3 pages
D - Testimony on HB 2428 - Department of Education - 2 pages
E - Testimony on HB 2421 - Department of Education - 4 pages

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