

a.m. Tapes 100 -101 MEMBERS PRESENT: Sen. Shirley Gold, Chair  
Sen. Joan Dukes Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips  
Sen. Cliff Trow MEMBER EXCUSED: Sen. Bill McCoy VISITING  
MEMBER: Sen. John Kitzhaber Rep. Vera Katz STAFF PRESENT: Jan  
Bargen, Committee Administrator Angela Muniz, Committee Assistant  
MEASURES HEARD: HB 3565 - Oregon Educational Act - PH . . . . 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.

TAPE 100, SIDE A 005 CHAIR GOLD: Calls the hearing to order at 10:25  
a.m. HB 3565 - OREGON EDUCATIONAL ACT - PUBLIC HEARING: Witnesses: Jean  
Gains, from Salem Norma Paulus, Superintendent of Public Instruction  
James Horn, teacher from Portland Sen. John Kitzhaber, Senate District  
23 Linda Christenson, Jefferson High School Doug Sherman, Portland State  
University (PSU) David Conley, University of Oregon Michael Harris,  
Oregon Association of Alternative Education (OAAE) 008 JEAN GAINS:  
Testifies in favor of HB 3565 and presents written testimony (EXHIBIT  
A). > Suggests that HB 3293 concerning early intervention be added to HB  
3565. > Parental involvement should be incorporated into the bill. >  
Need to get at prevention and early intervention.

070 SEN. CLIFF TROW: Early intervention alone can be superficial if  
there are cultural, economical and social factors that make the present  
operation unsuccessful. GAINS: When there is outreach and support to the  
family, dramatic results takes place. Studies have tracked the progress  
of children who were in Head Start and follows them into their adult  
life. Senate Comm; - e on Education June 7, 1991- Page 2

SEN. TROW: Why not just spend more money on the Head Start program?

GAINS: The Head Start program does not start until children are of  
preschool age. Research shows that the sooner families are reached the  
better the results. There should be outreach efforts in communities as  
soon as possible.

134 NORMA PAULUS, Superintendent of Public Instruction: Testifies in  
support of HB 3565. > Refers to a national assessment study released  
June 6, 1991 (EXHIBIT B). Oregon has identified two critical education  
problems and focused on them: closed the gender gap in mathematics and  
addressed the urban disadvantaged problem. > The assessment underscores  
the need for HB 3565. > Explains how the Department of Education has  
provided support and staff to help with Rep. Katz on HB 3565. > Trying  
to keep the fiscal impact as low as possible with a \$2 million tag. >  
Wants to focus on the teacher in the classroom and find ways to free up  
their time to deal with the curriculum. > Asking the public and  
businesses to enhance education and support teachers. > Bring social  
services closer to the classroom. > Wants the teacher to be viewed as  
someone who teaches the curriculum. > Resolved the early intervention  
problem in Ways and Means and have been assured of \$10 million general  
fund dollars for the prekindergarten bill. 306 SEN. TROW: What are we  
doing for the disadvantaged in nonurban areas? PAULUS: The Department  
just received a report on how the Chapter I and migrant education monies  
are being expanded to take care of those problems. New definitions are  
being added to include displaced timber workers and other rural  
disadvantaged. 346 JAMES HORN, teacher from Portland: Reads his  
testimony in support of HB 356 5 (EXHIBIT C) and addressing some of the  
concerns and misconceptions raised at previous hearings on the bill.

TAPE 101, SIDE A

025 HORN: Continues his testimony stressing that specialization of programs is not appropriate in grades K - 10. > Notes that the Portland Association of Teachers, of which he is a member, opposes the bill. Some members support the plan and others are neutral.

050 SEN. PAUL PHILLIPS: Yesterday, someone suggested seeking a greater parent/teacher relationship at the site management level. Would you agree that is an important factor?

HORN: Yes. My high school was a 2020 school for two years and it is important to get parents involved and to have more say in what is going on.

SEN. PHILLIPS: The 21st century advisory committees could specifically include labor, business groups and parents as participants.

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HORN: Agrees with getting businesses involved.

SEN. PHILLIPS: I am concerned that the self-evaluation report card in the bill will lead to more documentation and paperwork for teachers. It is important to remember what we are producing as well as reporting on what we produce. > Believes assessment is critical but what is being done with the results is important too.

HORN: Presently, the central office administrators tend to collect the data. Perhaps with site councils including public and business members, we can see how we are doing better and get that information out to the public.

126 SEN. TROW: I understand the goals and expectations are high in the 10 years of general instruction. Clearly, some students will move through that process much more slowly than others. How are you going to deal with individual differences in students and teachers?

HORN: Generally, the certificate of initial mastery deals with outcomes. Getting to the outcome can happen in several different ways. > Talks about taking care of individual differences in middle school. > Sees learning centers being similar to the resource centers now in the schools. > Would not use the word "tracking" for the junior and senior year.

198 SEN. JOHN KITZHABER, District 23: My testimony does not relate to the substance of the bill, but to an amendment that relates to the budget process in 1993 and 1995. > Explains an analogy between education and health care. Just as there is a fundamental difference between health and health care, there is a fundamental difference between expenditures on basic school support and the ability of a child to obtain an education. Other factors need to be brought into the equation to achieve the objectives of HB 3565. > Identifies parameters to defining a basic level of education and of health: eligibility, cost and benefit to be provided! > Presents examples of health care

prioritization of services (EXHIBIT D) and explains how prioritization allows for making judgements about the relationship between cost and benefit within the health care budget. > A similar process is in order to implement the budget process in HB 3565. In the current budget process, the general focus is on the level of basic school support, rather than concentrating monies on the highest priority educational services. > Refers to the differences in school funding levels (EXHIBIT E). > Reviews the HB 3565-A10 amendment that creates a budgetary tool for next session (EXHIBIT F). It attempts to identify the educational services being provided and prioritize those based on their relative importance to the student's ability to achieve the certificate of initial mastery and the certificate of advanced mastery. > Explains how the information can be used. > Need to have a group develop the methodology to prioritize objectives.

414 CHAIR GOLD: Concerned about deleting the July 1, 1992 timeline in section 6. > It is important to set timelines if you want something to get done. SEN. KITZHABER: The data is out there and needs to be assembled. If there is motivation, it can be done.

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TAPE 100, SIDE B

018 SEN. TROW: I am having difficulty figuring out how to prioritize educational services. Will one priority system work?

SEN. KITZHABER: I am trying to envision how to get the resources into this program. People want to see the relationship between cost and benefit. 030 SEN. TROW: What about a student who requires a wide-range of services? It is hard to look at individuals and work with prioritized services.

SEN. KITZHABER: It is difficult now to make the linkage between objectives and achievement.

SEN. PHILLIPS: Concerned about how you get quality and funding to mesh together. Would you visualize the group that would come up with the recommendations you have suggested?

SEN. KITZHABER: My preference would be to have a group separated from the political process that can simply give us a tool without passing judgement on it.

SEN. PHILLIPS: There are some tremendous assets in the state that can help put together some of these recommendations. It would take 18 months of work to accomplish what you are proposing. SEN. KITZHABER: I agree it is not a small task. It is an integral link to full implementation of what we want to do. ~ ~ > Explains how the process was funded in the Health Services Commission. 140 LINDA CHRISTENSON, teacher at Jefferson High School: As a classroom teacher, we see the difference between the intent of legislation and the reality of it. > Provides written testimony outlining the directions legislation must take for transforming classrooms and schools (EXHIBIT G). > Reviews a critique of HB 3565 and makes recommendations. > Talks about tracking at Jefferson High School.

229 DOUG SHERMAN, PSU professor and former classroom teacher: Talks about his background in the areas addressed in HB 3565. > Explains why HB 3565 could be seen as a tracking bill. > Developing the superstructure before making fundamental changes in how education happens is going to result in a serious misfit. Need to look at problems in the classroom instead of making superstructure arrangements. > As long as students anticipate different futures for themselves based on their ability to go to college, they will make clear determinations about their futures. Having separate programs for these kids will create serious problems. > Talks about the prestige of college based occupations and noncollege based occupations that is part of our culture. > Student perception all the way down to elementary school is shaped by the track they are on. > Need more focus on the classroom and heterogenous groupings instead of the superstructure. > Once students are separated you have lost the opportunity for students to learn together.

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> Need ways to engage students in their futures.

TAPE 101, SIDE B

001 CHRISTENSEN: We need to do in ten years what we have not been able to do in 12 years without changing what happens in the classroom. > Need to reduce class size to one teacher to 15 students. > Need to improve teacher preparation. > Make curriculum relevant to student's lives. > Provide incentives for schools that transform themselves using research in order to restructure the education format. 037 REP. VERA KATZ: I think I heard you describing implementation and teaching methodology as opposed to providing an overall structure for us to aim at. CHRISTENSEN: The kind of structural change that needs to take place is where we put our funds. Decreasing class size and increasing teacher training would provide the kind of transformation that we need.

070 DAVID CONLEY, associate professor, Division of Educational Policy and Management, U of O: The real issue is the actual implementation of the legislation. The history of legislation and reform movements has not been a good one. Lists some things to keep in mind: > Studies indicate that the structure of site-based councils is not the solution. It is the commitment and willingness of the people involved to use that structure. The participants have a need for training, reflection and some accountability for their performance. > We are going to need to rethink our structural paradigms at a fundamental level. > Need to change our perception about education. > Explains why he thinks there is a five-track high school structure now. 145 SEN. TROW: Do they represent socio-economic classes or divisions? CONLEY: Generally speaking, although there are exceptions. > Not meeting needs or achieving goals within that structure. > Need to change our thinking about the purpose of education. > A personal process of redefining, reshaping and focusing education for all of the people involved in the system. > Need mechanism and support to make rapid fundamental changes in the purpose, structure and methods of educating. 192 SEN. TROW: It seems to me you tie what has happened in the high school to socio-economic changes in our society. Are the high schools being remodeled to reflect the division in social classes? CONLEY: I think the

middle school curriculum will have to be reshaped so people do work together across class lines and in heterogenous groups. It is a time to experiment and explore options. Children need to spend time during their educational career dealing people different than themselves.

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SEN. TROW: Isn't it a fact that kids are identified early on as to whether they will be going to college and are treated differently from then on?

240 CONLEY: If we do not adopt a new paradigm of education, you are correct. The trick is to say what are the skills all students need to survive in our society. The curriculum as it is structured now creates winners and losers. > We have not addressed the needs of the workforce in our educational paradigms. > Administrators need to be a different type of people than they are now.

> Believes there will be a need to track the policy implications of all of these changes. Policy analysis is an important part of legislation of this magnitude.

335 MICHAEL HARRIS, OAAE: Reviews his testimony strongly supporting the intentions of HB 3565 and recommending a language change that will provide greater accountability for the learning centers (EXHIBIT H).

405 CHAIR GOLD: Adjourns meeting at 12:15 p.m.

Transcribed by: Reviewed by: Carolynn Gillson Jan Bargaen  
Assistant Administrator

EXHIBIT LOG: A - Testimony on HB 3565 - Jean Gains - 1 page B - Assessment report related to HB 3565 - Norma Paulus - 46 pages C - Testimony on HB 3565 - James "Beau" Horn - 4 pages D - Statistics related to HB 3565 - Sen. Kitzhaber - 3 pages E - Statistics related to HB 3565 - Sen. Kitzhaber - 1 page F - HB 3565-A10 amendment - Sen. Kitzhaber - 3 pages G - Testimony on HB 3565 - Linda Christensen - 11 pages H - Testimony on HB 3565 - OAAE - 1 page

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