



## Possible Legislative Concepts for 2009-2011

October 22, 2007

Note: Our final list will need to be quite short – one, two or three concepts -- or, even better, we may discover that our highest priority concepts can be implemented without legislation. In any case, we will need to work closely with the relevant boards and commissions.

Tom Thompson of ODE has updates on efforts by state agencies and other groups that align or overlap with some of these items.

From the steering committee meetings and followup emails:

- Pre-service teacher preparation.
  - Note: In Oregon private colleges grant a large percentage of the teaching degrees.
- In-service professional development
  - Model could be curriculum selection, curriculum development, brokering of training, or something else.
  - Issue: How to provide incentives for teacher participation. Possibilities include credit towards license renewal, graduate credit, and stipends. The usual stipend for teachers is \$200 per day
- Integration of technology including computer science in middle and high school science standards
  - ITEA has created a national curriculum standard for technology.
  - Massachusetts has integrated technology standards with their science standards.
  - Issue: Danger of standards devolving into long prescriptive lists of content to be covered.
  - Standards must be matched with assessments capable of evaluating process skills such as design, problem-solving and inquiry.
- Endorsement area for computer science or other areas of interests.
- Differential state funding for technology courses, e.g. base x 1.3 for technology courses
- Incentives for future teachers, e.g. tuition forgiveness, loan forgiveness.
- Creating bridge programs for under represented students to support the transition to college (Sometimes known as “summer bridge” programs. SMILE has such a program at OSU; they point out that a significant pre-college recruiting and visioning piece is part of making sure that high school students apply to and show up at summer bridge programs.)
- Tax credits to business for
  - establishing internships
  - connecting to classrooms
- Salary supplement for new teachers in shortage areas.
- Gather data on level of preparation vs. success of students
  - High school to college
  - Community college to university
- Make it easier for technology professionals to become teachers.
- STEM Center – “doing the work of OPAS with real money and real staffing”; regionally-based.



## **Legislative Proposal to OPAS Steering Committee for consideration**

### Current situation:

- 1) The State of Oregon Technology Common Curriculum Goals, adopted in March 2002, and published in the 2007-08 Oregon Standards Newspaper states that "School districts may establish their own content standards in technology" (<http://www.ode.state.or.us/teachlearn/edtech/standards.aspx>)
- 2) The lack of state technology requirements creates a huge discrepancy in the quality of education provided to students statewide as a whole. Some districts have chosen to pursue technology and technology standards, while others have not.
- 3) The State of Oregon suggests using the National Education Technology Standards (NETS) (<http://www.iste.org/>) as a model for district adoption of content standards in technology.
- 4) The districts that have pursued technology standards have created non-standardized programs that are usually dependent upon available local resources & grants which vary from community to community.

### Proposal to be considered:

- Oregon State Legislature to pass legislation requiring ODE to further develop Technology Common Curriculum Goals and set a minimum requirement for all school districts to adopt that ensures all students statewide have adequate technology skills upon graduation from high school.
- Included within legislation:
  - Integration of technology into mathematics, science, language arts, & social studies K-12 as outlined in the National Education Technology Standards (NETS) (<http://www.iste.org/>), or similar program. (Note that ODE already references NETS as a model to follow.);
  - Available funding incentives for districts that are interested in pursuing above and beyond the minimum standards with teacher training programs available;
  - State level partnerships with private technology businesses engaged in the promotion of a technologically educated workforce;
  - A focus on higher level thinking skills using technology to problem solve, engineer, and design solutions;

Respectfully Submitted,

Sean Gallagher  
K-12 Superintendent/OPAS Sub-Committee Co-Chair



## Criteria for Prioritizing Legislative Concepts 2009-2011

- How well does this choice **align with the vision, mission and strategies**?
  - [OPAS Summary of Strategy, August 2007](#)
- What is the **breadth of impact** of this choice? How many students would be affected?
- What is the **depth of impact** of this concept?
- Will this concept have **short-term or long-term impact**? In either case, are the benefits lasting?
- Is this concept a **prerequisite** of one of our high-priority strategies?
  - [OPAS Summary of Strategy, August 2007](#)
- Are there **methods other than legislation** that could achieve the same results with fewer resources? E.g. Collaborative effort with other groups, policy action by an existing board, private or federal funding, grass roots efforts.
- How well does this match the **expertise, connections, and passions** of members?
- **How likely** is it that we can get this concept turned into a bill and get it passed? Does it align with the work of education or workforce boards? Do we have ideas about who might endorse it?
- What is the **sequence / roadmap** of steps for success over long term?