

Task Force Recommendations

Increased academic exposure encouraged

This is the second part of a two part presentation listing education recommendations to the Oregon Superintendent of Education and the State Board of Education. A task force consisting of community members, parents and educators is responsible for this work. With inception of these recommendations academic standards will, hopefully, improve.

D-8—The state should provide incentives for outstanding undergraduates to enter teaching especially fields in which teachers are in short supply.

Improving school and program effectiveness is the policy development task undertaken by Task Force E.

E-1—The State Board of Education should establish standards for levels K-14 in student performance, effective practice, programs and services.

E-2—The Oregon Department of Education should monitor school districts for compliance, complete a desk audit of all schools annually, perform on-site reviews, issue a statement of compliance and establish procedures for on-site reviews.

E-3—If districts or schools are found to be in noncompliance, the state should establish a process for assisting such schools and school districts to achieve compliance prior to imposing sanctions. If noncompliance persists, consequences should include the ultimate withholding of funds. There should be procedures established for granting waivers to schools or school districts in extreme cases.

E-4—The State Board of Education should require that school districts complete a school profile to provide information to determine school strengths and weaknesses. The profile must connect to state standards in three areas, including student performance, effective practice and programs and services. The profile should be designed primarily for use by local schools and school districts with secondary uses being as the state and other levels.

E-5—The State Board of Education should require all schools and school districts to submit improvement plans annually to the Oregon Department of Education.

E-6 The Department should make available training and technical assistance for school improvement including but not limited to, assistance in developing improvement plans, use of effective practices, improving specific programs and other assistance initiated at state and local levels.

E-7—The Department should establish a process which would identify exemplary programs within schools, exemplary schools and/or exemplary school districts that are worthy of special recognition. Recognition should be based on the extent of which programs, schools and/or school districts exceed the basic level or standards.

Task Force F deals with increasing understandings and use of technology.

F-1—Materials Develop-

ment. The Oregon Department of Education should promote the development and distribution of high-quality technology-based instructional materials.

F-2—Network. The Oregon Department of Education should establish a comprehensive, readily-accessible, statewide communication network for education employing electronic and audio conferencing, data bases, material evaluations, electronic mail and electronic bulletin boards.

F-3—Guidelines. The Department should produce guidelines to assist schools in evaluating and implementing new technologies in education. These guidelines should include planning tools, suggestions for improving instruction through the use of technology, development of staff concerned with technological applications, and checklists for evaluating and selecting instructional software.

F-4—Industry Partnerships. The Department should encourage the establishment of partnerships between industry and local education.

F-5—Satellite Reception. It is recommended that the Oregon Department of Education acquire a satellite "dish," develop a recording capability for television programs thereby received, and provide for their distribution to schools throughout the state.

F-6—Clearinghouse. The Department should establish a clearinghouse for educational technology resources. This clearinghouse should locate, catalog and disseminate information about resources available to educators in Oregon. It should not duplicate what is already available but should pull together all resources and make them accessible through a single source.

The Department should initiate a study to determine the feasibility and desirability of establishing a commission to evaluate technology based materials.

F-7—Equity. The Department should assure that all students in Oregon schools have equal access to all aspects of technology-based instruction.

F-8—Technological Literacy. The Department should provide inservice programs that promote technological literacy and encourage other agencies to develop complementary programs, both inservice and preservice.

F-9—Comprehensive Plan. The Department should cooperate with other agencies to develop and implement a comprehensive plan for instructional television and telecommunications in the state.

Increasing instructional productivity through effective use of time was approached by Task Force G. Their recommendations followed the belief that if children are to learn their full capabilities, Oregon educators must improve the quality of teaching offered them.

G-1—The State Superintendent of Public Instruction and the State Board of Education should request



Spilyay Tymoo photo by Shewczyk

TASK FORCE ADVICE—Increasing time spent on basic subjects and technological subjects will, hopefully, aid students as they join the work force in this scientifically oriented society by raising academic achievement levels.

legislation which specifies school district adherence to a more strict school attendance standard.

G-2—The State Board of Education should establish new Oregon Administrative Rules which require each school to assess the extent to which it makes effective use of existing instructional time.

G-3—The State Superintendent should increase the capability of the Oregon Department of Education to help Oregon Educators make more effective use of time available for instruction.

G-4—The Superintendent should prepare a Handbook for Administrators and other support personnel.

G-5—The State Superintendent should provide for the preparation of a Handbook for Teachers—suggesting ways teachers can analyze and reduce the extent of interruptions which take place in student learning time.

G-6—The Superintendent should assist education service district and school district personnel to offer training on procedures for analyzing and reducing the incidence of interruptions in student learning time.

G-7—The Superintendent should gather and publish information on a statewide basis about Oregon school district's efforts to use the time already available for instruction as effectively and efficiently as possible.

G-8—The Superintendent should assist each school district containing one or more senior high schools to conduct a study and prepare a plan to determine appropriate ways to involve seniors in purposeful learning activities for the maximum amount of student learning time available to them.

G-9—The Superintendent and State Board of Education should assist local school district superintendents and school boards, within each athletic league in the state, to mount a critical examination of, and to develop a plan to reduce, the extent to which activities impact on the time available for instruction of students.

G-10—The State Board of Education should adopt Oregon Administrative Rules which require each school district to offer a minimum of 175 scheduled student contact days per year with sanctions applied to those who fail to comply.

G-11—The Board should adopt Oregon Administrative Rules which encourage school districts to submit a plan to demonstrate improved instruction by lengthening the school year.

G-12—Rules should be adopted to offer special summer school programs.

G-13—Rules defining the minimum student instructional day as "actual student contact hours," should be adopted.

G-14—Administrative Rules should be adopted which allow each district to determine for itself the length of its instructional day.

G-15—The adoption of Rules encouraging school districts to submit a plan for improving instruction by offering an instructional day in excess of the minimum should be encouraged.

G-16—The State Board of Education should offer no recommendations about the four-day instructional week.

G-17—The State Board of Education should make no changes to existing Rules regarding the definition of the Carnegie Unit.

G-18—The Board should make no changes to Rules regarding flexible use of assigning credit through such already existing procedures as credit-by-examination and off-campus approved work/study.

G-19—The Superintendent should assist local school boards, administrators and teachers, and parents to examine the issue of homework as it is treated in their own school.

G-20—The Superintendent should encourage local districts to schedule extracurricular activities so as to have the least

negative impact on instructional time.

G-21—The Superintendent should take no action with regard to the development of a standard school calendar, for use by all districts.

G-22—The Superintendent should examine the extent to which the Statewide Inservice Day is useful in improving teaching in Oregon schools, and develop strategies to make it more effective.

G-22—The State Board of Education, with district representatives, should determine when Oregon school districts will schedule the annual spring vacation. The Superintendent will urge local school districts to schedule as many typical extracurricular spring activities during this time as possible.

Task Force H has made a series of recommendations designed to achieve excellence in Oregon Schools by providing for quality education for all students. It also recommends appropriate assignments of roles and responsibilities to state and local agencies. The recommendations are designed to allow as much individual freedom and choice as possible for students and teachers and still assure the accomplishment of society's goals for education. Task Force H recommends that:

H-1—The state be responsible for determining the ends of schooling common to all learners in terms of learner outcomes and measure and evaluate student achievement of those outcomes:

H-2—Local school districts be responsible for determining methods and means of achieving the common core learner outcomes specified by the state.

H-3—Local school districts be responsible for determining both ends and means for the comprehensive curriculum beyond the core—those outcomes which differ because of local preference, interests, or needs.

H-4—The state and local district share in the responsibility for providing equity in schooling; however, the state has the monitoring role for this element by law and cannot delegate that responsibility.

Implementation Recommendations include:

The state establish a clear set of measurable objectives for the Action Plan; and The State develop a plan for phasing out rules and regulations which place restrictions on local flexibility in providing schooling.

The state develop a plan and provide funds to select, encourage and support schools in developing and implementing local plans to improve student performance.

The State strengthen its capability to provide technical assistance and support to local districts.