

REVENUE: No revenue impact

FISCAL: May have fiscal impact, statement not yet issued

Action:	Do Pass as Amended and Be Printed Engrossed and Be Referred to the Joint Committee on Ways and Means by prior reference
Vote:	9 - 0 - 0
Yeas:	Clem, Dallum, Greenlick, Komp, Krummel, Lim, Roblan, Whisnant, Buckley
Nays:	0
Exc.:	0
Prepared By:	Derrick Olsen, Administrator
Meeting Dates:	3/15 (Education Innovation Subcommittee), 3/27 (Education Innovation Subcommittee), 4/4

WHAT THE MEASURE DOES: Modifies beginning teacher and administrator mentoring program. Modifies qualifications, including: clarifying administrator as licensed principal or superintendent, changing eligibility time for mentees to fewer than two school years rather than fewer than three successive school years, and clarifying mentor as acting or retired teacher, principal, or superintendent. Expands the findings section of the program to emphasize that research-based mentor program increase educator effectiveness and retention. Clarifies language on prospective partners for school districts on mentoring programs. Increases amount of grants-in-aid that the school district may receive per qualifying teacher or administrator to be mentored from \$3,000 to \$5,000, which would rise each biennium based on the Consumer Price Index. Specifies training for mentors, with curriculum to be based on research and knowledge of needs of teachers/administrators. States that Department of Education may not spend more than 2.5% of the total money on evaluating the program. Changes the evaluation portion to also measure teachers who leave the profession. Allows Department of Education to accept contributions for purposes of program evaluation. Applies to 2008-2009 school year.

ISSUES DISCUSSED:

- Previous attempts at teacher/administrator mentoring programs; community and business support for mentoring
- Challenge of work as a new teacher/administrator and importance of investing in new teachers/administrators
- Potential for large payoff in education system with relatively small investment in mentoring program
- Performance measures (increasing student achievement and increasing teacher/administrator retention)
- Collaborative work group efforts to draft amendment
- Lack of teacher time for prep/grading and meeting with mentor

EFFECT OF COMMITTEE AMENDMENT: Replaces the entire text of HB 2574

BACKGROUND: HB 2574-A is proposed by the Chalkboard Project and Stand for Children as a “research-based strategy for supporting new teachers, principals, and superintendents in Oregon,” according to Stand for Children. HB 2574-A modifies an existing mentoring program for beginning teachers.

The Governor's budget for the Department of Education proposes \$5 million for the program, which has reportedly not received funding for over 10 years, and HB 2574-A has a subsequent referral to the Joint Ways and Means Committee. If funded at that level, Stand for Children estimates that one-third of eligible teachers and principals will participate in the program during the 2008-2009 school year, and the program would be phased in over four years to cover all eligible teachers and principals.

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This summary has not been adopted or officially endorsed by action of the committee.