



Testimony on SB 211 and SJR 4
Lindsey Capps, Director for Center for Great Public Schools
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Chair Hass and Members of the Senate Education and Workforce Development Committee:

Thank you for the opportunity to testify today. My name is Lindsey Capps. I'm the Director of the Center for Great Public Schools at the Oregon Education Association.

I'm here today to offer our organization's comments on Senate Bill 211 and Senate Joint Resolution 4.

We are encouraged by Senator Kruse's leadership in creating an ongoing opportunity for the Legislature to evaluate and address the alignment of key governance structures in our public education system. To achieve the goal of college and career readiness of all students by 2025, the seamless integration of K-12 and higher education is a necessary and complex task.

Furthermore, our shared success in achieving 40-40-20 requires a sustained effort to forge a strong consensus across these sectors. This includes building partnerships around shared strategies to ensure each and every student is successful throughout the learning progression.

A concrete example of this is the evolving dialogue around the collaboration between teacher preparation programs in Oregon's colleges and universities and K-12 public schools. Preparing teachers of tomorrow to excel in the vastly changing environment in public education, with the implementation of new Common Core Standards and rigorous educator effectiveness systems across all school districts, is critical. This will depend on higher education and K-12 systems finding a way to lead together.

SB 211 provides a clear and promising concept of how cross-sector decision-making can be facilitated and linked in a meaningful way to implementation on the ground. As we look at the existing structure of governance boards in the 40-40-20 context, decision-making remains disparate and the ongoing purpose of these boards still requires further definition.

We are also encouraged by the inclusiveness of this legislation in creating for the first time a formal place at the table for frontline educators in key decision making impacting our P-20 public education system.

As our Center for Great Public Schools has supported school districts in the development of educator evaluation systems, and in partnership with ODE, COSA and the Chalkboard Project, the impact of collaboration and educator leadership at every level of the system is clear. Teachers and administrators in school districts throughout Oregon are working side by side, not just developing new evaluation tools, but linking practice to professional learning in meaningful ways for educators. This in turn will support better outcomes for students.

The same is true in the development of school district achievement compacts, where those who have a daily stake in the work of educating our kids are directly involved in developing key strategies and practices to meet district level goals. As we have brought administrator teams and teacher and staff teams together to develop compacts, we have seen firsthand how shared leadership and collaboration can strengthen our schools by building ownership and buy-in at all levels to develop sound strategies and move successful implementation forward.

But this collaboration shouldn't be just limited to evaluation tools or compacts. It can be transformative in developing solutions for a number of issues across our educational system. And this collaboration and leadership ought to be reflected, not just in local school systems, but at all levels of governance. Not just in implementation but in the design of system-wide policy and strategies.

Currently, those who work in our classrooms and school buildings day to day are not part of the formal decision-making conversation at the highest levels within our state system. Nor are other voices who play critical roles supporting students in our school communities.

SB 211 provides a clear and promising remedy to engage educators, their expertise and that of other important stakeholders to deepen the capacity of the system to meet our statewide goals for student success.

We look forward to this Committee's continued consideration of this legislation, and the opportunity to contribute to this important dialogue.

Thank you for your time today.