

PUBLIC HEARING

before

ASSEMBLY HIGHER EDUCATION AND REGULATED PROFESSIONS COMMITTEE

on

ASSEMBLY BILL 633

REQUIREMENTS FOR TEACHER CERTIFICATION

Held:

March 12, 1984

Haddonfield Municipal Building

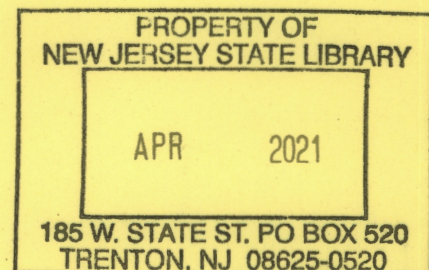
Haddonfield, New Jersey

MEMBER OF COMMITTEE PRESENT:

Assemblyman John A. Rocco, Acting Chairman

ALSO PRESENT:

Kathleen Fazzari, Research Associate
Office of Legislative Services
Aide, Assembly Higher Education and
Regulated Professions Committee



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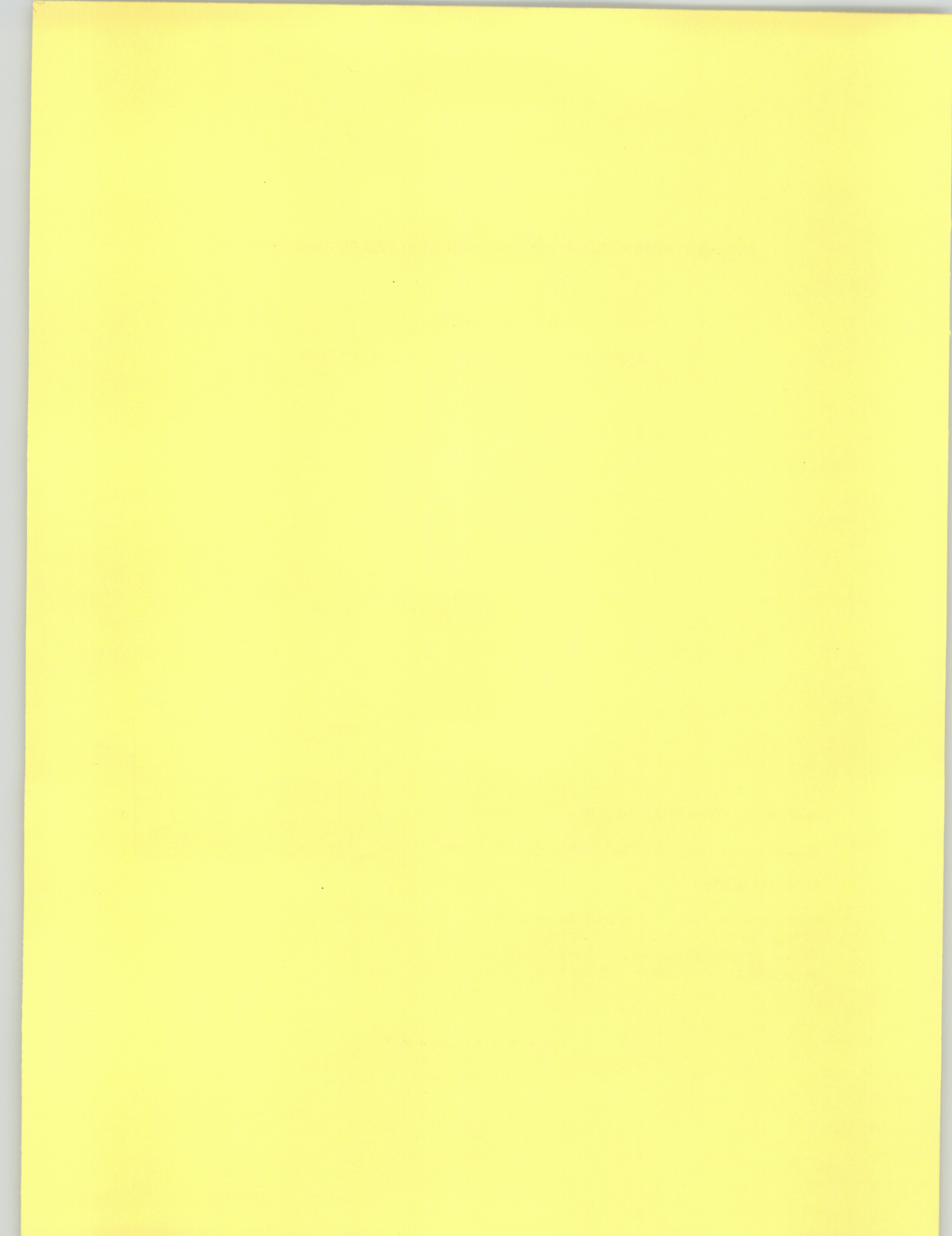


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[OFFICIAL COPY REPRINT]
ASSEMBLY, No. 633

STATE OF NEW JERSEY

PRE-FILED FOR INTRODUCTION IN THE 1984 SESSION

By Assemblymen DORIA, DOYLE, Assemblywoman GARVIN, Assemblymen ROCCO, PALAIA, BENNETT, MEYER, HENDRICKSON, BOCCINI, ROD. SCHUBER, KOSCO, HAYTAIAN, Assemblywoman COOPER, Assemblymen KAVANAUGH, MARKERT, LITTELL, MUZIANI, CHINNICI, ROONEY, SHUSTED, MAZUR, NAPLES, OTLOWSKI, PATERNITI, CHARLES, M. ADUBATO, PATERO, DEVERIN, LONG, RILEY, MARSELLA, McENROE, FORTUNATO, Assemblywomen KALIK, PERUN, Assemblymen BRYANT, PANKOK, PELLY, VISOTCKY, HOLLENBECK, GORMAN, GIRGENTI, FELICE, WATSON, SCHWARTZ, HERMAN, ZANGARI, BAER, KARCHER, THOMPSON and BROWN

AN ACT concerning teacher certification and supplementing Title
18A of the New Jersey Statutes.

1 BE IT ENACTED *by the Senate and General Assembly of the State*
2 *of New Jersey:*

3 1. In order to be recommended for a New Jersey instructional
4 certificate after the effective date of this act, an individual shall,
5 in addition to fulfilling all of the standards and requirements estab-
6 lished pursuant to N. J. A. C. 6:11-7.1 et seq. adopted on August
7 16, 1982, meet the following criteria:

8 a. The maintenance of a cumulative grade point average of at
9 least 2.8 on a scale in which 4 is an A, and achieves at least a 3.0
10 in student teaching;

b. A comprehensive evaluation including, but not limited to, the
successful performance on a nationally validated examination that

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in the above bill
is not enacted and is intended to be omitted in the law.

Matter printed in italics *thus* is new matter.

Matter enclosed in asterisks or stars has been adopted as follows:

*—Assembly committee amendments adopted February 27, 1984.

11 tests the individual's general knowledge of teaching and education;
12 and

13 (1) if teaching in a secondary school, a subject matter examina-
14 tion in any area of teaching for which he will be responsible as
15 part of his full-time teaching duties; or

16 (2) if teaching in an elementary school, an examination that
17 tests the individual's knowledge of teaching and the subject matter
18 in elementary schools.

1 2. In order to be approved as a program for the preparation of
2 teachers, the institution offering the program shall, in addition to
3 meeting all the standards and requirements established pursuant
4 to N. J. A. C. 6:11-7.1 et seq., demonstrate that the professional
5 education component of the curriculum adequately reflects the most
6 recent research available on effective teaching and effective schools.

1 3. Beginning on September 1, 1984, no individual shall be per-
2 mitted to teach in a New Jersey public school unless that individual
3 holds a permanent teaching certificate. In the event that it can be
4 demonstrated by the chief school administrator of the employing
5 district that no such individual is available, the Commissioner of
6 Education may issue a temporary certificate; however, that cer-
7 tificate shall be valid only so long as the individual is enrolled and
8 is in good standing in an approved college or university teacher
9 certification program and is making reasonable progress therein.

1 4. The Commissioner of Education and the Chancellor of Higher
2 Education, in consultation with the president of the institutions
3 in this State offering approved teacher preparation programs,
4 shall take all necessary action to implement the "Standards for
5 State Approval of Teacher Education" adopted on August 16, 1982
6 (N. J. A. C. 6:11-7.1 et seq.) and, by September 1, 1984 shall ad-
7 vise the Education and Higher Education Committees of the
8 Legislature of the status of these regulations.

1 *~~5.~~ Notwithstanding any provision of law to the contrary, the
2 State Board of Education may adopt rules and regulations in
3 accordance with the "Administrative Procedure Act," P. L. 1968,
4 c. 410 (C. 52:14B-1 et seq.) to permit the temporary certification
5 of an individual, who has a bachelor's degree but has not graduated
6 from a teacher preparation program, to teach academic subjects
7 in grades 9 through 12.

8 An individual shall complete a professional education component
9 equivalent to regulations governing teacher preparation programs
10 to receive a permanent teaching certificate.*

1 *~~6.~~ *5.* This act shall take effect immediately, but shall re-
2 main inoperative until September 1, 1984.

ASSEMBLY HIGHER EDUCATION AND REGULATED
PROFESSIONS COMMITTEE

STATEMENT TO
ASSEMBLY, No. 633
with Assembly committee amendments

STATE OF NEW JERSEY

DATED: FEBRUARY 27, 1984

As amended by committee, Assembly Bill No. 633 provides that in order to be recommended for a New Jersey instructional certificate, an individual, in addition to meeting the standards of N. J. A. C. 6:11-7.1 et seq. as adopted by the State Board of Education in August of 1982, must also meet the following requirements:

1. The maintenance of a cumulative grade point average of at least 2.8 with a 3.0 in student teaching;
2. A comprehensive evaluation that includes passing a nationally validated teaching exam and if teaching in a secondary school, a subject matter exam in any area of teaching for which the individual will be responsible or if teaching in an elementary school, an exam which tests the individual's knowledge of teaching and the subject matter in elementary schools.

Under the bill's provisions, as of September 1, 1984, no person may teach in a public school unless he has a permanent teaching certificate. However if the chief school administrator certifies that no such individual is available, the Commissioner of Education may issue a temporary certificate provided the individual is enrolled and in good standing in an approved college or university teacher certification program.

Finally, the bill provides that in addition to meeting the criteria of N. J. A. C. 6:11-7.1 et seq., a teacher preparation program must demonstrate that its professional education curriculum reflects the most recent research on effective teaching and schools; and directs the Commissioner of Education and Chancellor of Higher Education to take all necessary action to implement N. J. A. C. 6:11-7.1 and to report to the Legislature's committees on Education and Higher Education by September 1, 1984 on the status of these regulations.

This bill was introduced into the 1982-83 Legislature as Assembly Bill No. 3974. On October 3rd and 17th, 1983, joint public hearings were held by the Assembly Education and Higher Education Committees on the bill. The Assembly Higher Education and Regulated Professions Committee released Assembly Bill No. 3974 on December 8, 1983.

AMENDMENTS

The committee amended the bill to delete section 5 which allowed the State Board of Education to adopt rules and regulations to permit the temporary certification of an individual, who has a bachelor's degree but has not graduated from a teacher preparation program, to teach academic subjects in grades 9 through 12.

ASSEMBLYMAN JOHN A. ROCCO (Acting Chairman): I would like to call to order the hearing on Assembly Bill 633, which was introduced by Assemblyman Doria. There are a number of cosponsors, both on the Republican side and the Democratic side of the aisle. I'll try to move the hearing along. We have some people who want to testify, but they are presently teaching, so they will be here later -- at least four other people.

Let's start with Dr. Rose Glassberg. Kathy, before Rose starts, will you give us a rundown of the bill so that everyone will know where we are?

MS. FAZZARI: Assembly Bill 633 provides that in order to be recommended for a New Jersey Instructional Certificate, an individual, in addition to meeting the standards of the Administrative Code as adopted by the State Board of Education in August of 1982, must also meet the following requirements:

(1) The maintenance of an accumulative grade-point average of at least 2.8, with a 3.0 in student teaching.

(2) A comprehensive evaluation that includes passing a nationally validated teaching exam, and if teaching in a secondary school, a subject matter exam in any area of teaching for which the individual will be responsible. If teaching in an elementary school, an exam would be required which tests the individual's knowledge of teaching and the subject matter.

Under the bill's provisions, as of September 1, 1984, no person may teach in a public school unless he has a permanent teaching certificate. However, if the the chief school administrator certifies that no such individual is available, the Commissioner of Education may issue a temporary certificate, provided that the individual is enrolled and in good standing in an approved college or university teacher certification program.

Finally, the bill provides, in addition to meeting the criteria of the Administrative Code, a Teacher Preparation Program, which must demonstrate that its professional and educational curriculum reflects the most recent research on effective teaching in schools. The bill directs the Commissioner of Education and the Chancellor of

Higher Education to take all necessary action to implement the Code and to report to the Legislature by September 1, 1984 on the status of its regulations.

ASSEMBLYMAN ROCCO: Okay, thank you, Kathy. Rose, with that introduction, do you want to start?

DR. ROSE GLASSBERG: Yes, today I'm speaking on behalf of the Council of New Jersey State College Locals, of which I am the Executive Vice President.

First of all, I want to thank you for have the hearing in a regional setting, which made it possible for some of us to attend.

Commissioner of Education, Saul Cooperman, offered his alternative plan for teacher certification ostensibly for the purpose of raising the standards of classroom instruction and enlarging the pool of quality applicants to the profession.

The American Federation of Teachers (AFT) has long demanded that both teachers and teacher training programs meet higher standards. The AFT has pointed out that higher standards were embodied in the new New Jersey teacher certification regulations, which took effect on September 1, 1983. Instead of supporting these new regulations which mandate a minimum of 30 credits in subject matter, Commissioner Cooperman is proposing new regulations which require a mere 18 subject matter credits. The AFT cannot accept this watering down of subject matter requirements.

The AFT also has taken exception to Cooperman's proposal to permit virtually anyone to enter the classroom without some prior professional training. It is simply not acceptable to have those who have no idea of how to teach, in the State's classrooms. As President Albert Shanker has written, internships cannot substitute for professional courses. Rather, the internship is the period in which the teacher applies and tests what has been learned in professional courses.

The fact that all teachers need solid professional training is supported by the Report of the Panel on the Preparation of Beginning Teachers. The Panel does not support laboratory situations or internships as substitutes for professional training. The knowledge

base of the teaching profession looms very large in the Report. The Boyer Panel identifies "Essential Knowledge," which is about the curriculum, the student, the classroom setting, and pedagogical skills, as being required of beginning teachers. It is the very subject of professional education courses.

The AFT applauds the sponsors of A-633 for acting to ensure the implementation of the new certification standards and for recognizing that all teachers must have, as Albert Shanker has pointed out, not only subject matter expertise and performance skills, but also "a thorough grounding in the knowledge base of their profession -- all three, not just one or two."

That concludes my statement. I would like to say personally, I've read the proposed bill, A-633, with the most recent amendments, and I'm very pleased with it. I am pleased to note that many of the local Assemblymen are identified as cosponsors of the bill.

ASSEMBLYMAN ROCCO: It was our pleasure. We believe wholeheartedly that there would be a watering down of standards under the proposal set forth by Commissioner Cooperman. We're determined that that will not happen -- that whatever occurs, either through the State Board or through legislation, will be that which continues the quality we need in the classroom to provide the students in the State of New Jersey with the kind of teachers they deserve.

Rose, may I just ask you a few questions with regard to your own experiences, which are obviously very valuable, since you have played such a strong role with teacher preparation over a number of years?

As the Boyer Report indicated, close cooperation seems a viable way to go between the colleges and universities and the school districts. It seems to me that that is something we have always had working. We had it working in the State in the past, and we certainly will continue to have it in the future. Maybe you could give us some insight and your feelings about the relationship between the universities and colleges and the local school districts.

DR. GLASSBERG: Yes, we advocate a collaborative relationship between higher education, the local districts, and even the County

Superintendent's office. The way it has worked is that many of our courses -- many of the education courses -- have a field component. You can't have that field component without working cooperatively with the teachers.

We go into the schools and discuss the course -- the goals of the course -- with the teachers to get their reactions. Perhaps we make modifications, and we try to get the best placement for each student. My methods class, for example, which is one of my major assignments at the college, is, in part, indeed a field experience. I'm constantly in the schools talking to the teachers, getting their ideas, and at the end, getting their assessment of how the students have done in that field component.

Recently I had some of my students, who are now teaching in the field in my own district, look over my course syllabus. Now that they've had the experience of both student teaching and being in the field as full-time teachers, they are evaluating my syllabus and making recommendations for what modifications would be useful. That kind of cooperation between school personnel and college personnel is very important. It really is essential to have a good teacher program.

ASSEMBLYMAN ROCCO: If I remember one of the statements Dr. Cooperman made, it was that many of the colleges, in preparing teachers, have difficulty in establishing this relationship. I must say in all honesty that I have not seen that in my twenty-five years in the teaching profession. I find teachers in the field and professionals in the field are more than happy to aid in the preparation of new professionals. I was wondering what your experience has been along that line.

DR. GLASSBERG: My experience concurs with yours. I think teachers in the field remember what it was like when they were student teachers and someone helped them. They are very willing to cooperate and to help the beginning teachers, and to offer suggestions to the college personnel as to how we can improve the program and make it an even more successful one.

I've worked in at least 15 different districts during the ten years I've been involved in teacher education at Glassboro. I have no

recollection of any district which has not been helpful and cooperative. We have had a good relationship with all of them.

ASSEMBLYMAN ROCCO: Let me just ask you one more question with regard to a test being the gate, so to speak, to the profession -- a singular test. Do you think a test can measure all of the abilities which are necessary for effective teaching? Could that be refined down to one test?

DR. GLASSBERG: I think that is impossible. To teach, as you pointed out, requires a number of different abilities, skills, and knowledge. These develop over a period of time with both theory and field applications where you can see the theory at work -- also observation and analysis. How you can put that into one test is utterly ridiculous. There is no single test which can do that.

I have one other point, John. I'm speaking now as a school board member in Washington Township. I don't know how a district could undertake the initial training of teachers, while at the same time, having them in charge of students on a full-time basis. As a school board member, I know that when we look for a new candidate, we look at his academic background and prior experience. Lacking full-time experience elsewhere, we certainly want to look at his student teaching performance. We think that is minimal before we would trust any of our students with a new person.

ASSEMBLYMAN ROCCO: There was another thing Dr. Cooperman indicated, and I'm really just trying to weigh the bill against the proposal put forth to the State Board by the Commissioner. He has proposed that the internship will be as strong as the student teaching experience. Do you have any thoughts about that?

DR. GLASSBERG: I don't see how that could be. First of all, one of the reasons that the student teaching experience is as strong as it is, is because it builds on a theoretical base which the students already have. In this case, with regard to the internship that Dr. Cooperman proposes, you won't have that theoretical base, except for whatever they are supposed to be able to learn in one week. I think the notion that you can cram all you need to know about teaching in a few lessons-- It is not only foolhardy; it is really rather

contemptuous, because the implication is, "Teaching is not really very important. Whatever you have to learn to teach, you can get in a few lessons." That is one part. The theoretical base will be lacking.

Secondly, I don't remember the last time Commissioner Cooperman spent a great deal of time in a school, let's say in the role of principal. There are many, many, many jobs that have to be done in a school. There are many details that a principal has to take care of, and the notion that he is going to be able to observe an individual -- in effect, 15 times -- and confer with the individual, disregards the many other demands on the administration's time.

ASSEMBLYMAN ROCCO: This will be my last question.

DR. GLASSBERG: I have just one other comment. The thing that really distresses me is that while this person has had this minimal theoretical base, and presumably while he or she is being observed, that person is going to have full charge of a full teaching schedule -- not really knowing what teaching is about. What I think will happen is, perhaps over two, three, or four years, maybe the person will learn. I think the students he is experimenting with will be the real losers.

ASSEMBLYMAN ROCCO: Of course, my feelings are very well-known in that regard. I feel the children will be used as guinea pigs, and I feel that you just can't take a person without training and put him in the classroom, especially with the younger children.

Rather than me giving my comments, let me just ask one last question. As a school board member, would you feel safe knowing that six-year-olds in kindergarten were with an intern whom you knew little or nothing about -- if he or she has the ability to handle the class and deal with all of the peripheral kinds of problems, such as sociological problems, child growth and development, reading skills, a mastery of math skills, and all of the hundreds of insights that are necessary to effective teaching? Do you feel an intern can really do that by just walking into the classroom? You must remember, in an internship, we're not talking about anyone who is under supervision. He is walking into that classroom on his own. There is no one else in the classroom at that time. It is not like student teaching where the

cooperating teacher is working with the student teacher. This is simply someone in the classroom with first-graders -- of course, this entails preschool through twelfth grade -- who would be in a position to make judgments and work with those children. Do you have any comments in that regard?

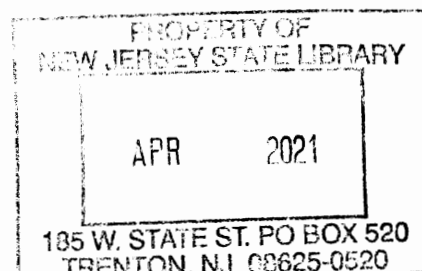
DR. GLASSBERG: Dr. Rocco, I wouldn't have anyone with that limited background responsible for six-year-olds or sixteen-year-olds. You know, we use our education courses as screening courses. We will not, for example, let anyone into student teaching until that person has satisfied us. He would have to be ready for student teaching by having the subject matter competence. He has to have passed the methods course, and he has to know what he is to do in the classroom. Student teaching is a supervised situation.

We exercise that kind of concern and control before we let people go into student teaching. How on earth can any district, in conscience, put someone in a classroom, put someone in total control of a classroom situation, with no background, no theoretical base, no proven record, with supervision "on the hoof," and permit such a person to have charge of four or five sections in a high school situation, or even in an elementary situation? Children have many problems and many needs. To me, that is unconscionable.

ASSEMBLYMAN ROCCO: I agree with you entirely, Rose. I know this is a practice that many of the colleges have. The faculty, during the four-year process, would certainly screen any deviance and anyone who would not have the proper temperament to work with children, would not have the patience to work with children, or any of the physical or emotional problems that an individual may have which would be inappropriate in dealing with children. The faculty has the responsibility, and they have been very effective, I think, in all of our colleges and universities in the State in screening those types of people.

I have no other questions, unless you have something else to say.

DR. GLASSBERG: Again, I want to thank you for the opportunity to speak to you.



ASSEMBLYMAN ROCCO: I would like to mention for those of you who are here that it is good that we're able, as Rose already indicated, to bring hearings into South Jersey. I think we're going to see a great deal more of it. Our South Jersey coalition -- Republicans and Democrats -- are making an impact in Trenton. We will be having more hearings down here, and those who live above Trenton will begin to realize that South Jersey is a part of the State.

Thank you, Rose.

DR. GLASSBERG: Thank you.

ASSEMBLYMAN ROCCO: Jeannine LaRue?

JEANNINE FRISBY-LaRUE: Assemblyman, if possible, I would like to defer my time to Mrs. Finkbiner. She wants to get the baby home.

ASSEMBLYMAN ROCCO: Okay, certainly. Will you give us your full name?

JEANETTE FINKBINER-LEEDS: Thank you for giving me the opportunity to speak. I'm not sure how long my baby will be good.

I'm hear to speak in support of Assemblyman Doria's bill -- to maintain the current teacher certification requirements. My background includes teaching for 14 years in a high school situation. I am an English teacher, with an M.A., plus 30. I'm also a member of the NJEA Delegate Assembly.

I would like to give you a little background about my family. In my primary family, there are seven teachers -- my mother, my brother, his wife, my husband, my sister, her former husband, and her present husband. So, we are dedicated to the teaching profession, and we are quite involved in it.

I would also like to mention that my master's is in the teaching of English. I made that decision because I am a teacher. I could have taken pure academic English courses at Rutgers University, but I chose to go to Glassboro to take the master's in the teaching of English, because there is a different focus. The focus is on improving teaching skills in English and the methods of improving writing, reading, and various other subjects.

Some of the courses I enjoyed, of course, were the regular English courses, which were just English courses with the higher degree

of reading that is necessary on the master's level. The ones that were most helpful to me were Foundations of Education and, one in particular, Physiological Psychology, by Dr. Ruth Dugan. This was a course where the imperical data as to what has been learned in physiological research is taught to teachers so they can apply it to the learning process.

If we were going to follow Cooperman's plan, none of this kind of information would be given to the undergraduate before he entered the classroom. These courses are available, of course, on the undergraduate level also. Yet, these are essential to good teaching.

To give you an example from the Physiological Psychology course, it takes an average of 20 minutes for an adult to acquire long-term knowledge. Therefore, as a teacher, if you have a 50-minute period, and you've taught something very important during the last 20 minutes, then those students leave you and go into another academic subject classroom -- maybe math or science, rather than a physical ed course -- and they have to take a test during the first 20 minutes, they will not remember -- they cannot physically remember -- anything I taught them during the last 20 minutes. Had I not learned this, I might still be trying to teach the most essential part of my course during the last 20 minutes. Now I realize it is best to use that time for review, if in fact, I can use it for that purpose. This is just one example.

There are some other problems with Cooperman's proposal. Most of the people coming out of colleges with just B.A. degrees who take no educational courses, because they wouldn't be required to take them in order to be a teacher, would then, I'm afraid, use the teaching degree for just a couple of years. They would be temporary people. They would be trying to get their law degrees, or medical degrees. This already occurs, unfortunately, when people become discouraged with teaching for other reasons, and they leave the field. I think if they were educated as teachers to start with, we would not have this temporary four or five-year teacher situation where their hearts and souls are not dedicated to the idea of teaching. It is a "get by" situation -- do as little as you can to get by. Even if they were

dedicated, and they came out with no educational requirements beyond the 18 hours in their subject matter, there is nothing harder than the first year of teaching -- nothing. I've given birth, have gone through the first three months with a baby, and all of that was not as hard as my first year of teaching.

In thinking back, I cannot remember specifics as to why I was up until one o'clock or two o'clock in the morning every night, but I was. I can't imagine not having the knowledge of how to thread a machine or run a movie. That sounds like a minimal thing, and yet, there was a course in which we learned the application of AVA equipment, the actual use of it, and then the theoretical use so as to enhance a lesson. I can't imagine not knowing many of the theories of teaching. I wasn't "spinning the wheels" with my time; at least I was putting it to good use.

Another problem is that I could now very well be a master teacher. I have 14 years experience, an M.A., plus 30, and I'm now going to be asked to help a first-year person with no educational background. I might get \$500 more a year to do that, with no extra time proposed. I really resent that. Currently, professors are making \$20,000 to \$30,000, and they are giving these insights to people. Now, because I have that knowledge, I've been selected by my Board to help some first-year person in the classroom. And, they will need help.

Teachers already take first-year teachers under their wings to help them meet deadlines and to help them get the paperwork done -- report cards and how to do them, little things like that. I can't imagine being asked to give them the entire background and spectrum of my knowledge for \$500. That is a real insult.

I've also been told by Dr. Webb of the State Board that so-called older people with life experiences are now eager to teach. These are the people whom the Cooperman proposal is aimed at. Why aren't they willing to take one year of educational courses -- just one year? Maybe they could get an emergency certificate and take the courses while they are working in the classrooms. There may be one or two "naturals" in the world who would make ideal teachers, with no training. That is probably true of any field. But, are we going to

destroy the idea of a profession for them? I can imagine the AMA granting a nurse of 15 years experience an M.D., because she thinks she can now do it. I'll bet there are a few who could, but I doubt they would grant them the degree without the course requirements. We must set standards.

Another example would be a woman with seven grown children, who would be allowed to become a pediatrician, because she now thinks she knows how to handle children. She probably does, but there are still standards.

We must know that the majority of people going into the profession are competent. We must know that they have been given the opportunity to be trained and the experience of trying it with some overseers and some help.

Dropping the requirements for a few individuals -- these few gifted people -- will jeopardize the quality of the majority of the people going into teaching. The saddest result will be the loss to the thousands of students who will be affected by poor, haphazardous, first-year teachers who are just trying to keep their heads above water. These are the people we cannot let this happen to through these proposals.

I very much support Assemblyman Doria's bill, which would maintain current standards. Thank you.

ASSEMBLYMAN ROCCO: Thank you, Jeanette. I won't repeat the same questions I asked before, but I would just like to mention the concept you brought up in reference to a temporary profession. One of the concerns I have about the Cooperman proposal is exactly that. For a year or two, someone may use teaching as a period of time in which to earn money to go into a totally different field. It is kind of a pass-through phase -- "I think I'll stop here for a while, and do this until I go on to whatever it is I want to do in life."

Those people who go into teacher preparation programs and graduate have dedicated their four-year program. Their commitments are there, and they have said early on that this is what they want to do. That is certainly one of the major concerns I have, and you have articulated it extremely well.

MS. FINKBINER-LEEDS: What is interesting about that is, under certain agreements, they might also get their course work paid for as they go on to become professionals in other areas. I resent that, because as a negotiator, the salary guide, of course, reflects all the other benefits in the contract. If one of the benefits is the ability to take other courses and be reimbursed for them, the Board begins to either resent those courses being taken outside the field -- and, they make it extremely difficult to take courses as a professional, even if you are within the field -- or you have taxpayers' money being used to educate someone who will leave the profession. It is not being used to enhance salaries or some other aspect of education. So, we're losing that money.

ASSEMBLYMAN ROCCO: You are obviously an excellent example of what is good about the teaching profession. How do you feel about someone, if we were to take the proposal as presented, coming in, and taking this magical test to get into the teaching profession, and starting at \$18,000? Someone going through the regular program, or in many cases, first-year teachers -- even third and fourth-year teachers -- who haven't reached the \$18,000 mark as yet-- Do the rank-and-file teachers talk about this?

MS. FINKBINER-LEEDS: We talk about that a great deal. My husband is an experienced teacher of 10 years in the Camden City schools. He is making \$17,200, and he has a B.A., plus 30 now. Of course, he would resent it if someone could come in, take a test, and make \$18,500.

I have my M.A., plus 30, as I mentioned -- 14 years experience -- and, if I were teaching this year, I would be making \$22,000. That is another problem of education.

However, I would push very hard for legislation which would allow us to take tests, so that maybe we could upgrade our salaries -- do anything -- because the resentment will be very, very strong among the teachers. As a negotiator, I can tell you that there will be terrible animosity. It would not be good among the teachers if someone with much less experience was making much more.

ASSEMBLYMAN ROCCO: I think my experience agrees with yours. Once again, Jeanette, thank you for your excellent testimony.

MS. FINKBINER-LEEDS: Thank you.

ASSEMBLYMAN ROCCO: Jeannine, do you want to defer again?

MS. FRISBY-LaRUE: I think I've done a good job babysitting, and now I'm ready to testify.

For the record, my name is Jeannine Frisby-LaRue, and I am Associate Director of the Government Relations Division of NJEA.

I would like to thank everyone here for the opportunity to express NJEA's opinion on this extremely important bill. Before I do that though, I would like the record to clearly show that the State of New Jersey is fortunate to have someone like Assemblyman John Rocco. He has been out front on this issue, and it has really been good to see someone protect the interests of people like little Megan, who will soon graduate from a New Jersey public school. We are thankful for that, Assemblyman.

ASSEMBLYMAN ROCCO: Thank you, Jeannine.

MS. FRISBY-LaRUE: The basic intent of this legislation is to ensure that programs in New Jersey colleges for the preparation of teachers meet rigorous standards.

A couple of weeks ago, we had the opportunity to speak about this bill. At that time, we raised one concern about Assembly Bill 633. That was the inclusion of an alternate route for grades 9 through 12. We're glad to see that that has been amended out of the bill.

The original intent of A-633 was to propose a sound bill containing provisions that will strengthen the teacher training programs in our colleges, set the pattern expected to be matched in any alternative approaches and, thus, maintain the quality of the teaching force in our public schools.

One of the questions that came up this last week -- and, I'm sure, Assemblyman that you have also been asked some of these questions -- with reference to the National Panel of Experts Report was, "How can you go forward with a bill such as this?" I would just like to point out a few things that the Boyer Commission brought up last Wednesday. Some of our leaders believe the teacher training programs in our colleges are ineffective. Did the Boyer Commission Report say that the traditional teacher training programs should be dumped? No. "The

college setting offers obvious advantages." That was a quote from the Report.

Should the teacher training curriculum be radically changed? No. The Boyer Commission Report acknowledged that knowledge and skills for the beginning teacher are so fundamental that they may appear almost too obvious and familiar to command the attention they deserve.

Is practice teaching worth continuing? Yes. The Boyer Commission pointed out the critical point, and this is a quote, "Preparation programs must give new teachers the opportunity, working with mentors, to apply their knowledge and skills in different ways."

Also, what should beginning teachers know? I thought this was really interesting, because it is something we have been saying all along. They should know their subject matter, how to teach, how children learn, how to assess children's progress, and the group dynamics that operate in the classroom and in the school building.

Is knowledge of subject matter alone enough? No. All new teachers should be knowledgeable in the curriculum (what is taught), and how it is assessed -- the students, their characteristics as individuals, the ways in which they learn, and the setting in the classroom and the school.

Finally, the presumption is that college graduates steeped, in subject matter, could lecture brilliantly in the classroom. Is this exactly what our schools need? No, this alone is not good teaching. According to the Boyer Report, it says, "In the end, the beginning teacher must be able to stimulate creative thought, help the student evaluate what he or she has learned, and prepare students to use knowledge wisely." That is the reason why we can continue to support the Doria bill, A-633, because all of these areas were basically the intent back in 1982 when the Board of Higher Ed and the Board of Ed adopted the new teacher preparation reforms.

Basically, that is our view on the bill. We have said a lot about it for months.

ASSEMBLYMAN ROCCO: Thank you, Jeannine. We've certainly heard excellent testimony. Your points today in reference to the Boyer Commission certainly reiterate many of our concerns. If one were to

evaluate carefully what has been said by the National Panel, there is no way one could justify what has been proposed, in my estimation, under the Cooperman proposal.

I hope there will be major modifications before we get a final determination from the State Board of Education.

Since you are representing NJEA, let me ask you a question. How would NJEA react to a differential in salaries for beginning teachers -- a salary for those who go through a regular teacher preparation program being much lower than those who take this magical test of knowledge?

MS. FRISBY-LaRUE: We have always opposed any differential in salaries -- period. But, when you talk about the teacher who is currently in the classroom, who has proven himself or herself according to those standards set forth by our colleges, and you say, "Well, you've got to go one step beyond. You have to take a test in order to prove to the State that you are worthy of the \$18,500," we don't buy that. We feel that these people, according to the standards set forth by the Board of Higher Ed and the Board of Ed, have achieved those standards. If you are going to talk about higher salaries for teachers -- and that is exactly what we feel should be talked about -- then everyone should start at \$18,500 and work their way up.

ASSEMBLYMAN ROCCO: So, negotiations would certainly not proceed in any district as far as NJEA is concerned, if I'm reading you correctly.

MS. FRISBY-LaRUE: You are absolutely right.

ASSEMBLYMAN ROCCO: Let me ask you a question about testing. Do you think there is such a test which could be given, one that could do what has been proposed?

MS. FRISBY-LaRUE: I'm sure you realize, Assemblyman, in the past, we have always opposed any effort to evaluate a person based upon one test. One of the things that is in this bill, A-633, is a comprehensive evaluation. That evaluation talks about the subject matter test, the art of teaching, and the grades all along the way. Based upon one test, you really can't say, "Yes, this person is going to be the perfect teacher."

ASSEMBLYMAN ROCCO: Okay, let me just ask one more question. I would like to hear your thoughts on an internship versus a student teaching experience. Do you have any thoughts about that?

MS. FRISBY-LaRUE: Originally, the Cooperman proposal was announced back in September, and as part of that report, they spoke about a five-day orientation. We really came out opposing that whole bit. We have since set up a proposal, a recommendation of our own. We have a 40-page analysis of the proposed regulations that came out in September. I guess right now, they are not proposed regulations anymore.

We suggested that if you are really serious about an internship program, then five days is not enough, nor is a month enough. You might talk about two months or the entire summer, but you are also talking about additional courses. The 18 credits they are saying a person with a liberal arts degree should have, will just not work. In some way, they would have to prove that an internship program is going to be as rigorous as the student teaching program that is already in force.

Even according to the Boyer Report, we don't feel as though the intern should be in charge of a class. The intern could be a part of a collegial team in which he or she would go to a class for a certain period of time, and then maybe rotate to another class. But, to be totally in charge of the students -- to do all the grading, all the testing, the parent-teacher conferences, everything -- we don't believe that would work. It would have to be a team teaching situation.

ASSEMBLYMAN ROCCO: Okay, Jeannine, thank you very much. We appreciate your time and your testimony.

Michael Johnson, do you want to testify at this time? Please state your name and the school you are associated with.

MICHAEL JOHNSON: My name is Michael Johnson. I am a third-grade teacher in the Voorhees Township school system, the Osage School, which is in the Echelon area of the community.

I very much welcome the opportunity to come before you to speak today on the issue of teacher certification. I have, by virtue

of several union positions, been very closely involved with Glassboro State College, through a four-year Federally-funded teacher center project. The purpose of that project was to basically take a number of the curricular offerings under in-service capacity out into the school community in a school setting. Very often, we found that teachers were not availing themselves of master's programs, graduate-level programs, or courses that may have been of interest to them. Very often there were time constraints, distance constraints, and quite honestly, monetary constraints, as well.

Through the Federal funding, we were able to do an assessment program of some 16,000 teachers in six southern New Jersey counties. We were able to take courses of concern and common interest out into the field and present them at six regional sites.

One of the unusual things we found was first, a very, very positive commentary from the teachers involved. It was positive, based on the fact that they saw us developing, through the college, a curriculum that met their needs at that particular point, as opposed to a curriculum that may, prior to that time, have been viewed as bottled and in place for a while.

The other rather interesting area, or interesting attitude, that was very often addressed to us was the fact that we had taken the time to assess what they wanted. They were often very quick to dismiss the college in terms of, "Well, you know, they have never really taken the time." One of the things we became more aware of -- we, on the Policy Board -- was the fact that very often the colleges, due to funding, due to student availability, due to the quota system, due to cutbacks, have been forced into a posture of realigning curriculum -- of sticking to the tried and true.

When we look at the certification issue in terms of expanding it and weakening it, we take one injustice that has been perpetrated over numerous years on our colleges, and we extend it. We extend it to the point that we create far more damage than we do immediate good -- long-range damage.

I'm firmly in favor of very, very strict, very structured licensing procedures, because that is what we are talking about. When

we talk in terms of certification, we talk in terms of licensing practices and licensing standards that must be adhered to in order to maintain quality education, quality education within every level of our school system. The selfsame people who we talk about in terms of professorial levels at colleges were initially teachers at a so-called pre-graduate level. I think it is extremely important that we look at that.

Earlier you raised the issue, Assemblyman Rocco, of a test. I had the privilege of going before a Joint Senate Education and Assembly Education Committee hearing at Kean College last fall. I had never been so proud of the members of my profession. I'm not talking about the elected leaders, I'm not talking about the staff people, and, I'm not talking about the three officers. I am talking about the everyday members of my profession who came to testify on their own behalf. Their posture, their content, and their delivery proved that each and every one of them was, in fact, exactly that -- they were teachers.

I additionally listened to a number of people who held equally fine degrees in pure science areas, with no teaching courses, and with no teaching background. I listened to these people argue the point as to why they should be granted the privilege, the right to take a test and apply for an \$18,500 a year starting salary job. One rationale that was explained at that particular point was the fact that, "After all, a beginning physicist starts at \$24,000 a year." Those jobs were few and far between, and therefore, there should be an opportunity for them to at least achieve \$18,500.

That has a hidden message. The hidden message is exactly how these selfsame people, who want to take the test to get into the profession, view the profession. We are nothing other than a collecting agency for those who may not be able to get the \$24,000 a year jobs. That basically is an aside.

Even more important was the fact that as I looked at some of these very knowledgeable people and how they made their presentations to a group of adults, I could not envision them in a high school classroom. I, in fact, could not envision them in my third-grade

classroom and successfully last a week. This isn't because I -- or any other teacher -- am better than they are, but I am better prepared. I am better prepared, because in my college years, someone, an advisor, felt it was invaluable for me, as a sophomore, to spend every Friday morning in a Cherry Hill school observing. Someone thought it was invaluable for me, as a junior, to undergo both a nine-week practicum experience and a reading tutorial experience. Someone also thought it was valuable for me to do nine weeks as a student teacher. The result was that I was offered a job while I was student teaching, and then to go into a job the following year with very few problems, other than the old historical one of, "They're going to be my friends." You learn about that one very quickly.

A comment from a very strict principal: "Many of the people who came out of your class are somewhat amazing, because many of the little, everyday things that teachers have to learn during the course of the first and second years, you have already learned." It would be nice to see every college level go to the point of expanding it that way. That is just a small example of why I feel that certification standards have to be maintained. They have to become strict, and they have to be adhered to.

As I said earlier, to even consider watering them down to meet a societal outcry at this particular point is just going to start the snowball down the hill. I don't want to be found at the bottom when it finally arrives there. I think it is a rather interesting state of affairs that we are in at this point.

Thank you

ASSEMBLYMAN ROCCO: Thank you, Mike. Again, I'll try not to repeat the same questions I've asked of previous speakers.

The bill requires at least an "A" or a "B" in student teaching before one can be certified. What is your reaction to that?

MR. JOHNSON: I feel that is totally appropriate; I really do. I've been teaching for 14 years, and during that 14-year period, I have supervised both practicum students and student teachers for 10 of the 14 years. I have noticed a shift during the 14-year time frame that somewhat distresses me. We used to see a set of circumstances

where you had maybe 20 student teachers, with a given group who came into your building. Of the 20 student teachers, you had 15 who were superlative, and you had five who bordered from average to a feeling of, "Somebody should have put him in the classroom earlier to find out about this kid."

We haven't had a group of 20 practicum students, or 20 student teachers, in the past eight years. We get groups of eight; I think the largest was last year -- 12. Rather than the high percentage being people who are superlative, the lower percentage -- the lower end of the scale -- is where we find the people who are superlative.

I think it is imperative that an "A" or a "B" be attained in student teaching, and in fact, it should be attained in even practicum teaching, which occurs sometimes during the junior year. It is not necessarily a commentary on the person's ability; it is more a commentary on the person's becoming aware of the fact that he or she may require additional skills. If, at the end of those additional skills, he is still not capable of achieving a superior grade, then he should examine very carefully what his career choice has been.

ASSEMBLYMAN ROCCO: Let me just ask you one more question. Anyone who graduates from a college or university today can graduate with a 2.0, which is a "C" average. This bill would require that anyone who graduates, in order to be certified, must have a 2.8. What is your reaction to the 2.8?

MR. JOHNSON: My personal opinion is that I react to that favorably. As a teacher, you are a facilitator of the learning process, and you are an imparter of knowledge. The most important thing is to have the knowledge and the background to impart. I've taught everything from second to fifth grade. You must have a firm background, and I think a very firm background is very often denoted by the quality of grades you receive.

ASSEMBLYMAN ROCCO: Of course, as a cosponsor of this bill, these are the points that we are trying to make to those who have questions with regard to it -- that the 2.8 is much higher than any other program upon graduation for the students at a college or university. It might also be noted that the courses taken up to that

point are not separate programs for people in education. Under the new standards, these are: 60 credits in liberal arts; 30 credits in a comprehensive area of study, which includes liberal arts -- generally a major of some type; 18 credits in social and philosophical subjects; and, less than 30 credits in professional education courses. So, these are courses that 2.8 must be-- The 2.8 involves competition with every other program in the institution, and therefore, it strengthens, I believe, those who ultimately get certified. I am in total agreement with your analysis.

Okay, thank you, Michael.

MR. JOHNSON: Thank you.

ASSEMBLYMAN ROCCO: Mrs. Walton? Before you start, I would like to welcome you, an old friend, and a former boss, so to speak, who has served many, many years in Cherry Hill as a school board member. You did an outstanding job. I just wanted to make mention of that.

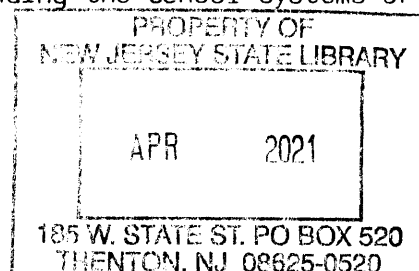
BETTY WALTON: I hope you'll forgive me if I read. I've given a lot of thought to this, and I wanted to be sure that my thoughts were coherent and organized. So, forgive me.

I come to speak on Assembly Bill 633 from several points of view, or if you will, wearing different hats.

First, I come as a teacher with 17 years of experience. I have taught reading at the seventh and eighth-grade levels at Gibbsboro School, and I have been a reading specialist for grades nine, ten, eleven, and twelve at Washington Township High School in Gloucester County. I have also taught Reading in the Content Area as an adjunct faculty member at Glassboro State College.

Secondly, I come as a former member and former president of the Board of Education in Cherry Hill, where I served for nine and one-half years. Part of that period of time, I served as chairperson of the Personnel Committee. That is where John and I met.

And thirdly, I speak as a parent whose children were exposed to some teachers with "emergency certification" during the 1960's, when the post-World War II baby boom was crowding the school systems of the State.



As a professional teacher, I am concerned because I am very much aware of the training I experienced. During each year of my college career, I spent time in the classroom observing, learning, and practicing my craft. Incidentally, I started my teacher training program at Glassboro State College at age 38 as a freshman. I would not have considered entering a classroom to work with students without that training. The specialty courses I took, in addition to the well-rounded curriculum required for a Bachelor of Arts degree, such as child psychology, teaching of reading, how to teach science and math, and how to teach social studies and language arts, were absolutely essential for working with children in a classroom.

The need for a deeper understanding of the difficulties encountered by many students in the process of learning to read fluently and with understanding drew me back to college again. I served as a graduate assistant and worked in a reading clinic as I earned my master's degree. As an adjunct faculty member at Glassboro State College teaching Reading in the Content Area, I saw the need for preparing students planning to teach in secondary schools. Specific skills of reading are necessary in science, social studies, math, and language arts, and these should be taught by teachers who are trained in these skills. A law was passed several years ago that makes it mandatory for a teacher of secondary schools to take a minimum of six hours in the teaching of reading. Are we to go backward in time by allowing teachers with no training to teach in our schools?

I am working at the present time with students who do not meet the State requirements in reading. Millions of dollars have been spent to implement Basic Skills Improvement programs. What effect will hiring personnel without teacher training have on these programs? Will more millions of dollars be required to remediate students who are taught by persons who have no preparation for teaching the basic skills of reading?

It is my understanding that A-633 carries provisions for on-the-job training of persons with various degrees. Who is going to be responsible for this training -- the teacher who has a full schedule already or the principal who has a multitude of responsibilities?

"Time on task" is a term used frequently when speaking of quality education. Research reports indicate that there is a direct relationship between the time a teacher spends working with students and the quality of education that a student receives. If teachers are expected to work with neophytes, as well as to teach classes, will it follow that the quality of education will then decrease? Obviously a teacher can do a limited amount of tasks within the constraints of a school day. In the end, the child will be the one who is shortchanged.

As a former member of the Board of Education in Cherry Hill Township, I can recall the turbulent days of the 1960's, when the World War II baby boom was bombarding our educational system. Teachers were in short supply, and emergency certificates for teaching positions were issued to applicants who were not fully qualified, with the proviso that courses in education were required as a condition of employment. The administration I worked for avoided hiring these persons as much as possible because of the problems they presented when they were in the classrooms, such as lack of discipline, and the inability to plan motivating lessons or to follow curriculum guidelines. In many instances, lessons consisted of simply reading from a text.

Parental complaints were frequent, and as a former President of two Parent/Teacher Associations, I was active in demanding the best in education for the children of Cherry Hill from competent professional teachers.

Fortunately, toward the end of that decade, many bright, young people entered our colleges offering teaching majors, and the school systems were able to build competent teaching staffs. Many of those highly qualified teachers are still teaching today. Can we afford to revert to such disastrous tactics while preparing children for life in the highly technical world that exists today?

Finally, as a parent, I experienced the bewilderment of my own daughters when they were "taught" by less-qualified persons in their classrooms. Fortunately, each had only one year's bad experience. Today, with constant increases in school budget expenditures, a child has the right to expect a competent teacher; a parent has the right to demand a qualified professional teacher in the classroom.

I, as a parent and an educator, cannot stand silently when such archaic proposals are presented as are contained in A-633. I urge you, as a legislator, to reject this bill for the sake of the children of New Jersey. They have a right to a complete education and the right to receive that education from fully-qualified professional teachers.

Thank you.

ASSEMBLYMAN ROCCO: Betty, there is a misunderstanding. The Cooperman proposal is the proposal which is calling for certification with a liberal arts program. A-633 calls for strengthening the teacher preparation programs, an area to be instituted in order to graduate -- a comprehensive evaluation that would be necessary at the end of the teacher preparation program.

I think you are speaking about the Cooperman proposal, which calls for uncertified people to--

MS. WALTON: (interrupting) Right, it was my understanding-- The information was given to me that that was the bill number.

ASSEMBLYMAN ROCCO: Okay, just so we have that differential. The Cooperman proposal is a proposal calling for anyone who is a liberal arts major, business major, or what have you, to walk into a first-grade classroom in five days and teach our kids.

MS. WALTON: Exactly, that was the problem I was addressing.

ASSEMBLYMAN ROCCO: Okay, so I think you are rejecting that. A-633 calls for a strong teacher preparation program, with a 2.8 to graduate, and with an "A" or a "B" in student teaching. Having your involvement in working to better the profession would further strengthen that, so I think that clarification is necessary.

MS. WALTON: I would be in favor of that.

ASSEMBLYMAN ROCCO: Let me just follow through with something, because I think you have the kind of experience that very few people in the profession have. You've experienced it from a number of different perspectives, which you have illustrated in your comments.

There were a few of us around in the 1960's, and as you know, I was a principal at that time. Your fine judgment in hiring me for that position-- And, by the way, I'm not the one who brought Mrs. Walton here. I want to make that clear for the record.

MS. WALTON: That is absolutely true, but I must say that I felt comfortable in coming to speak before you, John.

ASSEMBLYMAN ROCCO: Well, thank you. During the 1960's, when I was principal, we did, as you have indicated, have the experience and the necessity to go outside. I must say that I agree wholeheartedly with you, and maybe that is one reason why I am so vehemently opposed to the proposal as set forth by the Commissioner. At that time, we saw clearly, at least in our elementary school and by talking to other principals, that there was no comparison between those who had been trained properly in teacher training programs and those who had a liberal arts or business background. It was oftentimes disastrous, and oftentimes, there were people who were just passing through the profession so to speak -- coming in for a year or so before they went elsewhere. In the long run, it was damaging to the children they taught.

When you talk about reading skills, and since I have so much experience in that area-- Rather than me stating my biased position, which I'm often accused of doing, maybe you can tell us, through your testimony, how a person without training in the area of teaching children how to read-- Let's take a scenario where a business major in accounting -- and under this proposal, this is for real; we're not talking about anything except what the Commissioner has proposed -- who would have the right to come in and teach a first-grade classroom of children without any course work in reading. Could you illustrate for us what kinds of things might possibly happen to those children during the course of that year? Maybe that would be helpful to us.

MS. WALTON: Well, coming in without any training, the individual would have to rely upon a basal reader, and the children would get training only from that source in all probability, because that is all the time the teacher would have to keep up with them.

Without a basic understanding of the beginning sounds, the vowels, putting together sight words, and all of the many, many parts that go with reading, I just don't know how anyone would have the courage to take on such a task.

We, at the high school level, see the damage done, not by teachers so much, but in many cases because the children do not get enough individual attention.

Now, a teacher who is insecure and who is probably trying to keep up with the students every night would have a great deal of difficulty giving individual attention to the little fellow or the little girl who is behind, and who doesn't understand the concept that is being taught him.

The first three years of reading are absolutely essential. If a student doesn't get through those first three years, he is lost for the rest of his career. We, at the high school, see them. I have some students who come to me reading at 3.5, and they look upon themselves as losers. We have to spend half the year building their self-concepts, which should have been built back in the elementary grades, with individual help, individual attention, etc. A teacher who can look at what the youngster is doing and diagnose where the problem lies-- That is the whole secret of training in reading. You have to know what the error is that the child is making and how to remediate it. A classroom teacher is taught that.

Our reading courses at Glassboro -- I speak from Glassboro and also from Temple; I attended some courses at Temple also -- emphasize very, very strongly the needs' assessments and testing of the youngster constantly to find out where the failings are, and to give him immediate reinforcement and help. The teacher who doesn't understand, or who has had no experience or training in this, as far as I can see, could not do this.

ASSEMBLYMAN ROCCO: Of course, I've been accused of being dramatic by making the statement that children would be used as guinea pigs.

MS. WALTON: Exactly.

ASSEMBLYMAN ROCCO: I say that only because having taught and worked with young children, I know, as you do, that this could be a very damaging experience to children. In terms of diagnosis, I can't imagine anyone being able to give an informal reading inventory to a class who has not had training in that area.

MS. WALTON: Or, the various tests that are given. Now we have so many regulations set by the State which demand testing -- in the district and in the State. Without understanding what those questions represent, where the student went wrong, and how to develop strength in the weaknesses-- It can't be done.

ASSEMBLYMAN ROCCO: In the long run, the child would be damaged. The ability to read would be damaged and hindered, tremendously hindered. He may ultimately learn to read, but in the process, he is working at a great disadvantage. As you have indicated, what happens to the six credits that we presently require for elementary and secondary certification before one walks into the classroom to work with the children? I think these are the kinds of questions I am very upset about, because I can't get an effective response to them. I think this is the kind of thing, hopefully, that will be answered by this new State Panel as they prepare for the assignment the Commissioner has given us.

I thank you very much for your testimony.

MS. WALTON: If there is anything we can do, please let us know.

ASSEMBLYMAN ROCCO: We appreciate that. Is Debbie Slamon here? Debbie, will you give us your name and the school you work with, or your home address, whichever you prefer?

DEBORAH SLAMON: Okay. I teach in Medford Lakes, but I live in Medford. My address is 10-B Mill Street, Medford.

ASSEMBLYMAN ROCCO: Will you give us your name?

MS. SLAMON: It is Deborah Slamon.

ASSEMBLYMAN ROCCO: Thank you. Do you have a statement for us?

MS. SLAMON: Yes, my statement is brief. Let me preface it by saying that I've been teaching for 11 years. I am a graduate of Glassboro State University with a B.A., but I took all of my electives in reading, so I have 26 credits in reading. I have gone through student teaching practicum and a number of tutoring experiences. Through the reading courses, there were a number of outside experiences in the field.

I am also a member of the NJEA Certification and Evaluation Tenure Committee. NJEA and the Certification and Evaluation Tenure Committee of NJEA firmly support the Doria bill, A-633, requiring perspective teachers to meet the 1982 Reform Standards in Teacher Preparation.

Teacher preparation must be of top quality. A beginning teacher must know how to teach and how children learn. Only five days of orientation, prior to taking on classroom assignments, would be extremely inadequate. It is very important that a teacher learn the fine art of teaching.

Student teaching is of the utmost importance to a teacher in order to allow that teacher to experience a classroom environment and student behavior. We feel that teacher reforms outlined in the 1982 regulations should be at least given a chance to work.

ASSEMBLYMAN ROCCO: Okay, that was very brief, to the point, and right on target. Just for the record, the 1982 Standards are the standards that have been utilized in A-633. They have been further upgraded, calling for the "A" or "B" in student teaching, and the 2.8 for graduation requirements.

It also calls for -- and, it might be worth noting for the record -- a comprehensive examination to be passed before graduation. This comprehensive examination will be developed by the individual institution. The institutions I've been in touch with have no difficulty in accepting a State comprehensive exam, if it does the kinds of things-- We are going to use it, similar to a bar exam, which creates an argument by many people -- that people entering the profession should take a bar-like exam, just as attorneys must do. Everyone I've talked to seems to have no real difficulty with that, if it is done reasonably.

That exam would be done within the present structure of A-633 and the standards that are in effect at this time. I think there is a great deal of work ahead for the State Board of Education and for the State Panel with respect to the operation of the internship.

When you refer to those standards, of course, you refer to very rigid standards, which require a high grade-point average in order

to graduate. This would show that these students have skill in methods courses and skill in working with students in their programs. It would also show that the faculties at those colleges and universities have screened and evaluated the students as being sensitive and capable -- having the necessary talents to work with children at various levels, depending upon what their certification is.

All of those things must be noted and clearly defined for the public as we go into this debate, as I perceive it. The Cooperman proposal, in my estimation, has one real weakness: There is no screening process in the four years of undergraduate work in an institution. A person has not been screened over that period of time; he may just be passing through the profession. He is not committed to the profession, so he will not have the skills to be effective in the classroom.

This will probably be dealt with again in the press, so I must reiterate my position, because I feel so strongly about it. I have yet to be shown that the proposal put forth by the Commissioner can do the things that can be done in a teacher preparation program.

Thank you very much, Debbie.

MS. SLAMON: I think it is important that standards be maintained at a high level at this point. I really do.

ASSEMBLYMAN ROCCO: I appreciate that. I think most of the teachers in the profession are in agreement with that. We're all looking for good standards, because we want only the best in the profession. No one in the field wants a weak teacher; we're all looking for people who are capable and competent and can do the proper job.

Once again, I thank you.

MS. SLAMON: Thank you.

ASSEMBLYMAN ROCCO: Is there anyone else who wants to testify at this time? Do we have anyone else coming, Kathy? (negative response)

In that case-- Michael?

MR. JOHNSON: (from audience) Would it be appropriate to ask just one question?

ASSEMBLYMAN ROCCO: Will you come forward, Michael? (Mr. Johnson returns to microphone) Please give your name again because this is going to be transcribed.

MR. JOHNSON: I am Michael Johnson from Voorhees Township. Betty raised a very interesting point. The point was that back in the 1960's, a number, quite a sizeable number, of emergency certificates had been issued. In keeping with all of the other studies that have been laid upon the educational field, I think it might be interesting, and also somewhat worthwhile, if, in fact, we were able to determine exactly how many of those emergency certificates, which were issued back then, are, in effect, teaching today.

Just in my own mind, I surveyed my own district, knowing what its condition was 15 years ago, and knowing what its condition is today. When I began, I think there were approximately 53 teachers. Of the 53 teachers, there were about 17 who entered the profession under emergency certification. Today, there are 123 teachers, and at this moment, I can only identify two of those original emergency-certified teachers who are still on staff. The ones who are not there did not go into another teaching position. They, in fact, went back to business, once positions were available.

ASSEMBLYMAN ROCCO: The person I have in mind did not stay in the profession. He taught for a few years and left the profession. So, that might be an interesting study, to say the least.

(Someone from audience asks to testify)

Yes, just give us your name.

LINDA FUNK: My name is Linda Funk. I don't have a prepared statement, but I did come today because I feel, as a professional, a love for my profession. Because of that, I would like to address certain things that happened in my career.

I attended a four-year teacher's college, and I had the unique experience during student teaching to be asked back to my district. When I came back, they did not have a job opening, but they asked me to be a permanent substitute. That required me to teach kindergarten to twelfth grade. Without the advantage of practice teaching and the superb education by the master teachers, I could not

have done the substitute teaching. Without it I also could have destroyed many, many students along the way.

There is an art to teaching; no one mentioned that today. We are "crafts" people. You apprentice in many occupations; we apprentice in ours.

I admire the liberal arts students. They are very well educated, and perhaps highly educated in the particular areas they have entered. But, they don't have the art of teaching. They could learn it in three years, and how lucky for them to be paid during the three-year internship. It doesn't seem reasonable at all to me that we paid to learn it.

Then, there is the love of learning. Those of us who chose teaching want to impart that to our students. The liberal arts student did not choose teaching; therefore, he did not choose the love of learning. He may learn to impart it, or he may discount it, but today, when there is so much being said about education, when teachers are competing on various levels with students in order to teach them, teachers must have the art of being able to impart the love of learning. That comes from wanting to teach. No teacher ever went into teaching for the money. Perhaps that is a slap in the face to our profession, because now we are being told that a liberal arts student can enjoy a better salary than those of us who chose teaching. Apparently, they are better educated than we are, which again, makes our profession a laughing stock.

As a liberal arts student, how long would you stay in the profession? If you were going into it because of the \$18,000, how long would you stay in it if you saw that our scales did not go up as quickly as other places?

I guess most importantly I speak as a parent. I want the teacher to care, and I want the teacher to have humanity. I also want the teacher to have the lingo, the knowledge, that comes with teaching. You can't learn computers without the basic language; you can't learn to teach without its basic language either.

There is nothing more exciting than a group of teachers getting together and discussing goals, objectives, and curriculum --

knowing what they are talking about, having that fraternity, which will take an outsider forever to learn.

I think we're making a big mistake if we continue to give our professional people a slap in the face. Thank you, Assemblyman Rocco.

ASSEMBLYMAN ROCCO: Thank you very much, Linda. We appreciate your comments.

The profession can only continue to grow with the type of people I've come to know over the last twenty-five years in the teaching profession. I can state that they are some of the finest, most capable, and competent individuals I know. I guarantee you that many of them could go into the private sector and do much better in terms of earning capacity. When I tell my friends what I earn, or what other teachers earn, after three degrees and many years in the profession, they truly think we are not 100% there, because the salaries are so low.

It is done for a much greater purpose, a much more important purpose, and I would stack up the people in the teaching profession against any other group. I think the world of them and their competence and integrity.

I have no difficulty in arguing with engineers, attorneys, or other professional groups that have different skills and abilities, but at the same time, I stand strong for those things that make a person an effective educator. Maybe some good coming out of all of this is the fact that many educators are standing up and being heard, as you were today.

For that, I would thank the Commission for bringing forth the proposal -- if for no other reason than to bring forward the educators who have testified with regard to the profession. I think that will only tend to strengthen it.

Thank you very much. The hearing on Assembly Bill A-633 is now closed.

(HEARING CONCLUDED)

