

PUBLIC HEARING

before

SENATE EDUCATION COMMITTEE

on

EXCELLENCE IN EDUCATION

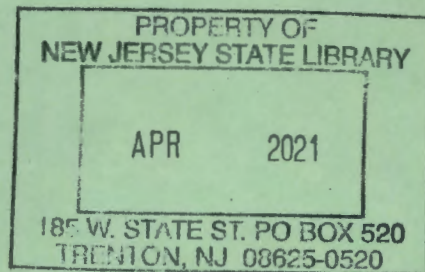
Held:
October 21, 1983
Bergenfield Library
Bergenfield, New Jersey

MEMBERS OF COMMITTEE PRESENT:

Senator Matthew Feldman, Chairman
Senator Wayne Dumont, Jr.

ALSO PRESENT:

Dr. Deena R. Schorr, Team Supervisor
Office of Legislative Services
Aide, Senate Education Committee



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SENATOR MATTHEW FELDMAN (Chairman): Good morning. I'm Matty Feldman; I will chair the hearing this morning. Senator Ewing just called, and he cannot be here. Senator Dumont will be here; Senator Dalton will not be here. I guess since it is election time, they are all doing their thing. This to me is a good break from the problems of today. I hope Senator Weiss will be here, but meanwhile everything will be recorded and the members of the Committee will have the transcripts for their deliberation, study and evaluation. Dr. Denna Schorr is the Aide to the Senate Education Committee and, if any of you know her, no one has more knowledge about education in our State House than Dr. Schorr, and I am very happy she is with us today.

I have called this public hearing to initiate a discussion of the problems we face today in public education. I have chosen to use the Governor's Blueprint for Educational Reform as a starting point for this dialogue, first, because it has already generated a great deal of debate and, secondly, because the Legislative Branch and the Executive Branch must act together if we are to achieve our mutual objective -- quality education in New Jersey. However, while this blueprint is the focus of today's hearing, I do not intend that this will limit the scope of this Committee's review of educational quality. There are many options for changing or strengthening our current system, and they all deserve careful consideration. Piecemeal reform will not be effective. Emphasis on current, and perhaps transitory problems may even impede our efforts, and hurt our education system.

There is one point I feel must be made before we begin. We cannot expect to get something for nothing. Anyone, be he a public official or a private individual who presents any proposal for reform or for change, has an obligation to indicate the cost of that proposal and the source of revenue to fund it. I personally have no problem in supporting new revenues, for example, higher teacher salaries. However, I will not support any effort to impose new programs from Trenton and send the bill to the local taxpayers. Mayor O'Dowd is here from Bergenfield. I want to welcome him in just a few minutes. He exemplifies the municipal leaders all over the State. So, this kind of action, I believe, will politicize the discussion of what I believe to be a fundamental right, the right of our children to the best education we can possibly give them.

I want to thank at this time Mary Joyce Doyle, the head of the library in Bergenfield, for extending to us her gracious hospitality in the facilities of this building. I want to welcome Mayor O'Dowd. Jim, I want to thank you very much for your hospitality as the Mayor of Bergenfield. Now people know where Bergenfield is. They are here from all over the State.

MAYOR O'DOWD: This library put Bergenfield on the map.

SENATOR FELDMAN: Okay, and you have a very lovely library. This library has meant much to the people of Bergenfield, as well as to the surrounding areas.

Our first witness will be Assemblyman Byron M. Baer. Byron, good morning and welcome. You may use the lectern.

A S S E M B L Y M A N B Y R O N M. B A E R: Thank you very much, Senator Feldman. It is a real public service for the Committee to have this hearing, and I must say it is most appropriate it is being chaired by you who have played a greater role in the Legislature in strengthening education at all levels, than any other legislator I can think of, whether it is the Department of Higher Education which came from your legislation, or the enormous number of items of legislation which have strengthened elementary and secondary education, and strengthened the funding of that.

In your statement, you alluded to questions of funding of these proposals. I have some comments about the proposals themselves. Many of them seem very fine in concept, although we are waiting for specifics. There are a few I would like to address some specific concerns about, but the overriding concern of any of these things, any of these concepts, has to do with the funding, because that has to do with not only the reality as to whether these things can come into being, but whether their coming into being is based on reality in terms of getting funding to make them possible, whether the source of funding is something that is going to be destructive if it places crushing burdens on local taxpayers, or brings about the defeat of school budget after school budget, and the cannibalizing of other very important tissues and fibers of education programs to finance these particular programs.

By the way, is there anyone here from the Department of Education who will be able to give us some specific answers?

SENATOR FELDMAN: Well, Dennis Crowley is representing the Department, but he is not here yet. If he wishes to speak -- we have a list of fourteen or fifteen speakers, or witnesses, who have called Dr. Schorr and advised her that they wanted to be part of the program. Incidentally, I expect to have other hearings. There will be one in New Brunswick, perhaps, or Trenton. The Commissioner of Education was invited to this hearing, but for our next hearing there will be a double invitation, one to the Commissioner, and one to the Governor.

ASSEMBLYMAN BAER: Well, I think it is very valuable to have these hearings at a number of locations.

SENATOR FELDMAN: In the Commissioner's defense, and he needs no defense from Matty Feldman, there is a Board of Higher Education meeting today. He is there ex officio, so therefore cannot be with us.

ASSEMBLYMAN BAER: I think it is most appropriate that this hearing be held in Bergenfield, which was one of the towns in this area that was most affected about a year ago by the cuts in equalization aid proposed by the Governor. Fortunately, largely due to your work, and also the work of some others, it was possible to avoid that. But, Bergenfield was in a particular type of jeopardy.

Speaking on the concepts first, I have just a few quick comments. On the disciplinary concept with the students, this seems to be very sound in principle. It seems to be a follow-up of legislation that was adopted previously in terms of reporting incidents and things. I think it is important that students disciplinary action is taken against by removing them from the schools, should be those students who are disruptive and who are really interfering with the learning environment. Otherwise, this should be avoided, if it is not jeopardizing the education of other people. These students should just not totally be removed from education, because in the long run, they will be even greater problems to society, but there has to be a continuation of special efforts for those students.

To save time, I am going to skip over some questions or points that I feel fairly confident some other people are going to raise here, questions about the Master Teacher Program and whether that is going to be based on objective criteria, and be handled by outside evaluation teams, appeal procedures, and things of that sort. On the

certification, there doesn't seem to be as much concern about the bachelor's degree and the testing, as there is about the internship problem. With the conducting of this internship, monitoring standards, and how it is going to be applied, and conducting it at the level of each schoolroom where you are carrying on these internship programs -- 2,400 school buildings, 600 school districts -- it creates an almost impossible task for the Department of Education to monitor and regulate this. Furthermore, conducting the internship at this level invites nepotism, favoritism and abuses in the hiring and retention of people in this program, as has sometimes occurred in some large cities, and as I have personally witnessed in the past in towns like North Bergen, where the school system has been politicized.

I am particularly concerned about whether the supervision at this level, supervision alone, is adequate to impart the human relations skills that are part of teaching. It is more than subject matter. I am interested in information from the Department, where programs like this have been done before at a state level, or at a big city level, or something like that. Do we really have experience showing that it works being done at this level? If not, why shouldn't there be consideration of this operating as a pilot program, just as one of the other proposals suggests, the Master Teacher Program.

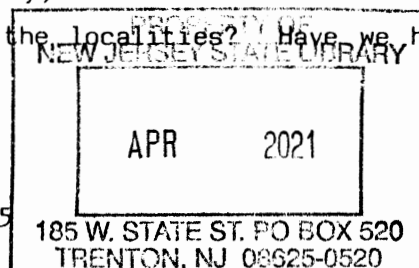
Now, getting to the proposal that has the largest financial impact, that is, the salary increase to \$18,500. I am just going to deal with the financial aspects of this, although I know there have been all kinds of questions raised about morale and other aspects. There are estimates that this might cost \$300 million; other estimates that this might cost \$600 million, or more, depending on the ripple effect. What effect is this going to have on the existing contracts which are locked into a level of pay, with each level being based on a formula of increases from the lowest level? What impact is this going to have on increases in the local districts through the natural process of negotiation, where other teachers are naturally going to expect that the improvement of funding for their skills and crafts will not just apply to those entering?

What about the costs of this reflecting themselves on pensions? That has not been considered. That is going to be an

additional cost. What about the costs of this on management, when they ask for additional money?

The proposal, as I understand it, for the initial phasing in of this, results in the local school districts providing about \$12.00 for every dollar provided by the State. I do not see how that is workable in today's circumstances. So, I think it is vital that we know from the Department what their cost figures are on this, and how it is going to be funded, in detail. Even more importantly, or equally as important, I might say, what is going to be happening at the same time with the other aspects of State support for education? Are we going to see continued efforts as we have seen in the past eighteen months, to shave down the formula on State aid to education? If so, that is going to affect the money that is available for this and everything else.

Are we going to see more in the way of the ideas that were first advanced by the Governor's Management Improvement Plan? As you know, this Plan would produce enormous costs by pushing off a number of things onto local budgets, approximately \$700 million to the local districts and local taxpayers -- pension aid, transportation aid, school activity aid, quite a number of different factors. Yes, the Governor's people have said that the Governor would not support this, but I think it is important to keep in mind that governors have not been terribly good predictors of what they will support in the future in the area of finance in this State. It has been very difficult for them to know for certain whether a tax that they predict not supporting is one that they are going to end up supporting in the end. I think we have seen that to be true over a number of years. So, are we going to find this proposal that will result in massive increases being presented again seriously before the Legislature? Certainly, it is the intention of the authors of the plan that it be seriously considered. Are we going to find it presented in a watered down form, where perhaps instead of a town like Bergenfield having \$1.5 million in cuts, it will result in maybe only \$1 million in cuts, or only three-quarters of a million? Are we going to find it presented in a form where perhaps instead of it being based on this way, we will find that the increases in pension costs are all borne by the localities? Have we heard any comprehensive address of this?



I think that while these clouds hang over us and remain unclear, which could cripple the ability of school systems to deliver the education programs they are presently maintaining, we are not in a position to judge how additional programs, no matter how worthy, can be financed, and we have to know those things, as well as examining some of the other alternatives which are going to be presented here, and weighing the funding of them.

The only other point I want to make has to do with something I found very disturbing -- moving away from the financial side of this. In the Governor's address, he spoke about the fact that too many students now enrolled in teacher training programs score at the bottom of their classes on measures of scholastic aptitude. He spoke about the fact that out of twenty-four possible subjects a college student can major in, in New Jersey, students majoring in education scored twenty-second. Then he talked about future teachers scoring an average of thirty-two points lower than the State average on the verbal test, and he went into other comparisons.

In the Commissioner's report, we have comments of a somewhat similar nature. We have a matter where, even more disturbing, the collegiate student teaching programs appear not to have systematically incorporated into their criteria and methods, the research findings on teacher effectiveness which have evolved during the past decade. Then we see these criticisms linked, apparently, with open enrollment and recruiting, in the opening, and, in the summary, reference to the declining standards with open enrollment and to programs which attract students at the low end of the academic scale -- all these things in the Commissioner's report. So, the question in my mind is, how do we have a proposal like this, which criticizes what's happening in our State teaching institutions, but which has no proposals at the constructive level for trying to improve any problems perceived here? How is it that we only have proposals for circumventing the primary machinery in this State for preparing people to be teachers? How is it we find this circumventing of what is the only mechanism that can effectively teach people the human relations skills of imparting knowledge, of motivating students? How much of the problem in schools is students being turned off, and not being motivated?

If we have brilliant teachers who turn the kids off, where are we going? I think the concept of open enrollment was based on the concept that individuals, regardless of their economic background or previous educational disadvantage, on the average all have the same potential and, if properly stimulated and properly trained, can all be effective professionals in any area, as well as anybody else. They merely require appropriate education, so you are turning out good teachers or good professionals of any other sort from that percentage of any segment of society that produces outstanding members. So, I think these issues need to be addressed too.

Thank you very much; I apologize for taking so much time.

SENATOR FELDMAN: Thank you, Byron. If you have a copy of your remarks, please give it to our staff. Everything is taped, you know, and from the tape they will give us all an official transcript. I want to welcome Senator Dumont. When I mentioned the fact that you were going to be here, fifty more people came in, Wayne. If I had said you weren't going to show up, they would have left.

SENATOR DUMONT: I'll bet.

SENATOR FELDMAN: But, I want to welcome Senator Dumont from the banks of the Delaware, and Mayor O'Dowd, you may welcome him to the banks of Overpeck Creek. Wayne, thank you for coming up.

SENATOR DUMONT: It's nice to be here.

SENATOR FELDMAN: Our next witness will be Edward Watts, President of the New Jersey Principals and Supervisors Association.

E D W A R D W A T T S: Thank you very much, Senator. Senator Feldman and Senator Dumont, I thank you for having this hearing here today and, before giving my more formal testimony, I would like to thank both of you for your efforts through the years in the field of education. Indeed, you have been friends to all of us who work so diligently in this field.

I am President of the New Jersey Principals and Supervisors Association, an organization representing over 4,000 principals and supervisors in New Jersey of elementary, middle and senior high schools. Our members manage the instructional programs and guide the professional staff at the building level. As practitioners who have made education our career, our members have a vested interest in the Governor's proposals on educational reform.

In these last few months, education has been elevated to a major priority both at the national level and, with the Governor's address before the Legislature, indeed at the State level. Since schools opened for the 1983-1984 year, PSA has held forums across the State where our members have been able to discuss and clarify facts or ask questions about the Governor's proposals and Commissioner Cooperman's initiative on certification. On Friday, last week on October 14, our governance took an official position on three of the Governor's proposals. I speak with you today having heard what PSA members throughout the State are thinking and questioning and what our governance has decided at this stage of the development of the Governor's "Blueprint for Educational Reform."

As I describe our positions and concerns, please try to keep in mind this one qualification. Since State aid for education is not fully funded under the mandate of the funding formula, and since PSA supports full funding of current programs as the absolute minimum guarantees for an adequate system of public education, PSA cannot support any initiatives or programs which would reallocate or delete funds from current educational programs. In other words, if the only way to fund any new programs were to "rob Peter to pay Paul," we, indeed, would object.

In his address, Governor Kean focused on an issue in the schools which our members deal with everyday on the front line. That is, of course, the need to improve and enforce discipline in the schools. PSA applauds the Governor for recognizing that in order to have effective teaching, there must be a school environment conducive to learning. This strengthens and complements the thoughtful action taken by the Legislature which recently passed laws making students and their parents more accountable for disruptive and endangering behavior. Unfortunately, the Governor did not address the need for alternative programs for disruptive students, nor stronger discipline procedures for problem students. Nevertheless, Governor Kean has reassured educators and reminded students and parents that discipline policies will be enforced. For this we are appreciative.

The Governor also called for higher standards for academic achievement for all students. In doing so, he supported the direction

that the State Department of Education has taken to upgrade the standards and expectations on the basic skills. PSA has publicly supported this direction for our statewide testing program. We do so with the knowledge that the number of students requiring remediation through compensatory education will increase because of a projected increase in the failure rate, and with the qualification that such remediation is the State's responsibility to fund through supplemental appropriation.

PSA agrees with the Governor's premise that a high school diploma should signify proficiency in the English language. PSA, however, is not yet ready to address the recommendations on bilingual education. However, we are prepared to support an evaluation of the present values and future needs of this expensive program.

PSA is dedicated to the advancement of our profession and to the continued professional development of our members. With this goal in mind, we conduct over thirty-five seminars and workshops and two major conferences. PSA also sponsors a Center for Principals and Supervisors, which is an in-depth training and development program on management skills and techniques. These programs include intensive five-day sessions, such as our management training program adapted for education from private business, partially subsidized by the Dodge Foundation.

I give you this background information so that you can better understand our Association's appreciation of the concept of an Academy for the Advancement of Management and Training. This concept is consistent with what PSA has been doing for several years. We would like to see how this initiative develops in the future.

I have put the three most controversial proposals made by the Governor last, because it is in these three areas that our governance has adopted resolutions. These were released to the press on Tuesday at a press conference.

The first of these, the \$18,500 guaranteed salary for new and current teachers who meet the requirements, is an initiative to attract talented people to the teaching profession. PSA supports this initiative or any modification of this if it will make our profession more competitive as a career choice. We recognize the complexities and

secondary costs in funding such an initiative, but it is necessary and, indeed, relevant to our time.

The Governor's blueprint also supports Commissioner Cooperman's proposals to change certification requirements for new teachers. PSA accepts the premise that New Jersey and the nation are facing a crisis in a shortage of qualified persons entering the teaching profession. The present certification system permits only graduates of teacher education programs to be fully licensed by the State. It also allows persons under an emergency licensing procedure to enter and remain in our classrooms with no minimum requirements nor process for evaluating performance. PSA believes that such a certification system is inadequate.

Our Association recognizes that there are many talented people who may wish to teach in our public schools who are precluded from doing so under our present licensing system. The Commissioner's plan provides our members, the people who most often interview and recommend teachers for hire, the opportunity to choose to employ talented people under an intern program. Our members recognize that the responsibilities of monitoring and evaluating under the internship will be rigorous and not for everyone. However, at least school districts can choose whether or not to participate. PSA realizes the details of the internship must be developed, and we will have our suggestions ready when we testify before the State Board of Education.

PSA also supports the certification proposal that all new candidates for teacher certification possess a bachelor's degree or its equivalent, and that a validated standardized test be used to measure competency. Almost all other professions requiring licenses utilize testing as one tool for measuring competency. We also have concerns regarding specific requirements, such as the test to be used, the use of the scores, and so on. PSA is confident that our concerns will be addressed during the hearings before the State Board of Education.

The Governor also proposed a pilot program to recognize outstanding teachers. Our members recognize that merit pay, differential pay and master teacher plans have a poor track record. Nevertheless, this should not deter us from trying to find a way to recognize meritorious service. Therefore, PSA supports formation of a

commission of educators and lay persons to develop criteria for identifying outstanding teaching and developing procedures for selection of five pilot districts. Because this is a pilot program, PSA supports this initiative for the express purpose of determining the feasibility of such a program on a statewide basis.

In conclusion, let me assure you that the members of the New Jersey Principals and Supervisors Association have analyzed the proposals and recognize that much input from others will help to determine the direction that each initiative will take, and whether each succeeds or fails. At present, PSA appreciates the initiatives because they are forward looking. We believe we are indeed in a crisis time in education, and all initiatives should be looked at very, very carefully.

Again, Senators, we thank you for conducting this hearing and providing another forum for persons interested in the future direction of education in New Jersey, and I thank you for your time.

SENATOR FELDMAN: Thank you very much, President Watts, for participating in this forum. We appreciate your being here.

MR. WATTS: Thank you.

SENATOR FELDMAN: I advised Senator Dumont -- you know, we're here to listen. We are not testifying, but if a question should surface from Senator Dumont or myself, we will feel free to ask that question. However, primarily we want to hear from you, your comments on this most important report of the Governor.

I will now recognize Ray Peterson, President of the New Jersey State Federation of Teachers. As you come up, we would appreciate having your written testimony, Senator Dumont, Dr. Schorr and myself, and we will see to it that the staff gets the rest.

R A Y M O N D A. P E T E R S O N: Good morning, Senator Feldman and Senator Dumont. I, too, would like to congratulate you on all the fine work you have done on behalf of public education. I would like, at this point, to read into the record our position, a short statement, and then perhaps enter into a dialogue, if that suits your purposes.

Thank you for this opportunity to present the views of the American Federation of Teachers on the changes that have been proposed by Governor Thomas Kean and Commissioner Saul Cooperman.

Let me say at the outset that we welcome the attention that is being given to public education. The reports of several prestigious national commissions seem to agree that we, as a nation, must focus our attention and our resources on public education, perhaps as much as we did in the post-World War II era, and in the period immediately following the Soviets' launching of their Sputnik space vehicle.

There is a major difference in 1983, however. At this time, we have an Administration in Washington that has called attention to a national problem, but that Administration has also declared that the solutions to the problems of education will not be developed in Washington, but must be developed and financed at the state and local levels.

Some might say that the challenge has been issued, and others might say that the buck has been passed. But, it should be clear to all that very few dollars will be passed on from Washington to New Jersey, and that the cost of implementing any significant changes will fall either on the State or the municipality, or both.

New Jersey has a long history of local control of education, and for the most part that has worked out well, particularly in those communities that have been fortunate enough, or aggressive enough, to maintain or expand their property tax bases. It seems that in some ways, school districts are like people, in that the rich districts seem to be getting richer, and the poor districts seem to be getting poorer. Not very long ago, members of this Committee heard testimony indicating that the tax reforms had run their course and that New Jersey's tax structure is becoming more regressive. In view of all this, I think it is important that State legislators face up to the reality that in this State, the major portion of the funding for improvements in education should come from State sources, rather than local.

Regarding the specific proposals of the Commissioner, we can agree with some, and disagree, most vigorously, with others. Let's address the new certification proposals first.

We agree that all new applicants for teaching positions should have at least a bachelor's degree. The requirement for the acquisition of a degree is, in itself, a screening device that will

help assure the public that those entering the profession have demonstrated academic competence.

We agree with the concept that each candidate for certification must pass a standardized test in the subject area to be taught, and that future elementary teachers must pass a test in the various elementary subject fields. These requirements, provided the cutoff scores are sufficiently high, will serve to assure the public that we mean what we say about recruiting competent teachers. It will also serve to discourage nepotism and other forms of favoritism in hiring.

We cannot agree with the Kean/Cooperman proposal for an alternate route to teacher certification, however. While there is some validity to the argument that there are some successful private school teachers out there who might also be successful in the public schools, this alone cannot justify throwing the doors of the teaching profession open to any and all who could meet the minimal standards of a bachelor's degree and a subject matter test.

We believe that the so-called alternate route is nothing more than an on-the-job training program, and that the proposed five-day orientation period would not be adequate, but that it would be a shortcut, or a quick fix if you will, to attempt to solve a problem that can only be solved with an emphasis on quality, and not on shortcuts.

There is a body of knowledge that every teacher needs before student teaching and certainly before signing a contract with a school district. The State of New Jersey, just one year ago, decided that prospective teachers needed more subject area specialization and less educational methodology in their college training, and that they needed higher grade point averages and successful student teaching. The changes that were approved a year ago have barely been implemented, and we should be willing to give that program a chance to work.

There has been much talk about expanding the pool of talent that is available to teach in our public schools. The concept, in itself, is not abhorrent. What is objectionable, however, is the assumption that there are thousands of people who could readily be converted to teachers with a five-day orientation period and an on-the-job training program.

The pool of talent will expand if we make teaching in New Jersey more attractive. There are many ways to make teaching a more attractive profession, and one of the ways is by offering more money.

Twenty years ago, we lured qualified teachers from Pennsylvania, Delaware, New York and other states with attractive salaries. We can and should do that again. When a math or science major is offered more than \$20,000 in private industry, and \$13,000 in the public schools, many of those graduates decide that teaching is not for them. A recent survey in a leading news magazine indicated that college graduates in a variety of disciplines are being hired at salaries ranging from \$18,000 to \$26,000 a year, with most of them starting above \$20,000. If we really want to expand the pool of talent, we can offer starting teachers salaries in the \$20,000 range and amend the minimum salary laws for teachers so that large increments would be guaranteed for those who performed satisfactorily. We have drafted a bill incorporating this proposal, and we are in the process of rounding up sponsors in the General Assembly.

At this point, I would like to read something into the record that I ran across last night. This statement was in last night's New Brunswick Home News by one of the 104 outstanding teachers who were called to Washington. It is by George Haig of Bernards High School. He said, "I am aware of only two of my students who have gone on to teach. One of the big problems is that they don't pay much in teaching. Many of the students I train go on to chemical engineering and start at \$27,000; teaching starts at \$13,000. It is not a very attractive profession to go into if you are a math or science-oriented person. If I graduated today, I probably wouldn't try it because of the money and lack of prestige now attached to teaching. That is reality, and these kids are not dumb kids." So, that I discovered at eleven o'clock last night, and I thought I would offer it to you.

Whether our minimum wage bill is passed, or whether the Governor's proposal is enacted, or perhaps some similar measure, the funding must be guaranteed on a continuing basis from State revenues. The Kean/Cooperman proposal does not include a continuing commitment from the State, and, if enacted as it was proposed, would quickly shift the burden to property taxpayers. We again submit that property taxes

are not the best way to fund the schools, and that the State should undertake a serious reappraisal of the way it funds public education.

I have been asked to serve on a committee to develop guidelines for a master teacher pilot program for New Jersey. The parameters of that proposal are disappointing, but I will do my best to work toward a program that does not resemble the discredited merit pay schemes of the past. There is a need to recognize and reward excellence in teaching, and there is a need to encourage our best teachers to stay in the classrooms. A number of states are developing interesting "master teacher" proposals, and those proposals should be reviewed with an eye toward developing a model that will fit the needs of New Jersey's teachers and New Jersey's public schools.

Thank you for your attention. I will be pleased to answer any questions you may have.

SENATOR FELDMAN: Thank you, Ray. I would just like to comment on your statement that the State should undertake a serious reappraisal of the way it funds public education. Perhaps that is getting off the ground at this point in time. I have had a bill in for a commission to study school funding and school financing. The Governor is going to incorporate that recommendation into one bill that will review the tax structure of New Jersey, as well as school funding. So, he is accommodating me to a degree, and I am getting less inflexible -- more flexible -- so perhaps we will have something when we come back after November.

MR. PETERSON: That is very reassuring.

SENATOR FELDMAN: That is something we want you to take back to your membership. Wayne, if there are no comments I will continue.

SENATOR DUMONT: Just one thing. I agree with you completely that if we are going to pay the difference, as was proposed by Governor Kean and Commissioner Cooperman, between the starting salaries and \$18,500, that that has to be a State-financed program continuously and not a locally-financed program, because there is no point-- It's like some of these programs that Congress passed that said, "We'll finance them for a year, and then you pick up the costs at the state level thereafter." I don't like this any better than I like what Congress has been doing. Furthermore, you can't keep teachers who have been

there for several years at \$18,500, or whatever they are now getting, when you are going to start teachers at \$18,500. We have to recognize the considerable cost here if the starting salary is raised, and I don't in any way fight that, because I think it has to be raised. Thank you.

SENATOR FELDMAN: Thank you, Ray. We will now have Dennis Testa, who is the President of the Bergen County Education Association. I welcome you, Dennis, to precede your State leader.

D E N N I S T E S T A: Thank you, Matty, for the opportunity, even though I wasn't on your original printed list.

SENATOR FELDMAN: I'm glad you smiled at me, Dennis.

MR. TESTA: Matty and I have had quite a bit of dialogue over the last few weeks.

I want to initiate my testimony by indicating that much of what has been written in the "Nation at Risk" report on the Federal level, and the Carnegie report, and the Blue-ribbon Task Force by Governor Kean, has outlined what seems to be an enormous problem in education. Although much of what is in these reports has indicated the achievements of public education, it seems as though these achievements have been ignored when the press has reported on the content of those reports.

The American public education system still educates the largest percentage of its population in the world. The American public education system still provides the highest degree of literacy of any nation in the world. We still graduate a larger percentage of our students from our high schools than any nation in the world. I think these accomplishments, when reviewing public education in general, cannot be ignored.

I think we also must recognize the fact that the direction given by the Federal government, and by the State Department of Education to the public schools of New Jersey has changed substantially from time to time. We have, over the last ten years or so, been asked to concentrate on basic skills in our schools. When these reports are initiated, very much is said about the great strides we have made in improving the basic skills for the underachievers in our schools. It seems that most of the criticism is based upon the underachievement of

our more proficient students. Yet, this is not the goal that was presented to us by past commissioners. I think one must look very carefully at what the schools have been asked to do.

We now provide the broadest, most comprehensive system of public education to the students in this nation and in this State than at any time in the history of education. However, when you broaden the scope of education, specifics must suffer. We can't be all things to all people.

I would like to speak more to an issue that has been discussed here, and that is the funding of education. One must recognize in the State of New Jersey that our State contribution to public education is forty-third in the nation. Out of the fifty states in this Union, the State government of New Jersey ranks only above seven other states, as to the amount of money we provide to public elementary and secondary education. On the post-secondary level, we have an even poorer track record. We rank forty-ninth of the fifty states in the amount of money our State contributes to higher education.

I think when one looks at those figures, one can understand some of the reasons for the dilemmas we face in the public schools. We have asked our local communities to take the brunt of the funding of public education. We are asking people on fixed incomes to provide the bulk of support for public education from their property taxes. This, of course, has created a gap between the public and the educational community. People who cannot afford to pay the bill are being asked to pay the bill. This is the reason why so many local budgets in this State have gone down to defeat in recent years.

If we are serious about improving the quality of education in this State, we must, as Senator Feldman indicated initially, greatly increase the State contribution to public education. We must have tax reform based on the ability to pay, so that we do not place an undue burden on our senior citizens, on our poverty-stricken residents. We must -- we must make a real commitment to public education.

The Commissioner and the Governor have also indicated a way to deal with a problem concerning the shortage of teachers in certain areas. Number one, at the present time that teacher shortage only

exists in selective fields. We have a shortage of math teachers, a shortage of science teachers, a shortage of foreign language teachers and, probably, a shortage of teachers in the field of English as a second language. In many of the other fields, we have experienced teachers being riffed, teachers with thirteen, fourteen, fifteen years of experience being put out to pasture. I indicate to you that rather than looking at the Governor's proposal to find noncertified people to fill that gap, I ask the State to initiate a retraining program, a retraining program to take those teachers who have proficient teaching skills, who have the ability to deal with students, the ability to cope with the day-to-day problems of a classroom, and retrain those teachers -- to take an English teacher or a history teacher, and retrain them in the fields where we have shortages. We then can guarantee the students of this State that we are putting a qualified teacher in the classroom.

When one suggests that we can take a citizen with nothing more than a baccalaureate degree, and suggests that by passing a test he or she is capable of educating the children of this State, we are making a farce of the certification system and of the quality of education in this State.

One must recognize that teaching is not just a science. Teaching is just not knowing a basic subject area and being able to rattle off the facts and figures, whether in math, or science, or history, or any other field. Teaching is an art. Teaching is the ability to communicate with people. Teaching is the ability to understand the human development and behavior of students. These proposals eliminate those very vital courses from the requirements of certification. Teachers will no longer have to understand the psychology of children. Teachers will no longer have to understand the human development and behavior patterns of children. Teachers will no longer have to understand how to cope with children who come into the classroom with drug problems, and alcohol problems, and from one-parent families, and with child abuse problems.

If we don't deal with those problems, any degree of understanding of a subject area will be useless. I think before we deal in any way with these proposals, we had better look very carefully

at the underlying social problems we must face in our classrooms every day, and make sure we have people in those classrooms who can cope with those problems. I thank you.

SENATOR FELDMAN: Thank you, Dennis. Senator Dumont?

SENATOR DUMONT: I would like to make one comment with regard to some of the figures you use. Now, it is a well-known fact that in New Jersey we are expending over \$5 billion a year on the public school system. A little over \$2 billion of that comes out of the State Treasury, and the balance comes out of property taxes. I am in favor of raising State aid up to 50% of the total cost, not any higher than that, but up to 50%, because 40% was never meant to be a ceiling. It was meant to be a floor. But, the point is, when you divide that out by the number of students in the State, you get the second highest expenditure per student of any state in the nation. Only New York is a little higher, and once in awhile Alaska creeps in there, but nobody can compare Alaska with any other state, because the cost of living is horrendous there.

So, the point is, we have to realize we are putting a great deal of money into public schools, and that is why we are trying to help school boards save money with recent legislation, not just expend it, so they can make their money stretch further, and we don't have to go back to people constantly for taxes, whether it be at the State or local level to raise more dough.

MR. TESTA: Senator Dumont, the figures that place New Jersey second in the per student cost for public education, take into account all of the money spent on education in the State of New Jersey. That is not the State's share.

SENATOR DUMONT: I understand that, but your figures only talk about the State percentages, which may not be high. But, the fact remains that we are spending plenty of money on the public schools. Maybe we are spending too much, rather than not enough.

MR. TESTA: Also, you must look at the fact that the per capita income of the people of the State of New Jersey is third in the nation behind Alaska and Connecticut, and that the cost of living figures in the State of New Jersey are also third in the nation, so we have to draw those comparisons when we reflect the funding of public education.

SENATOR FELDMAN: Thank you, Dennis. There are many different formulas and many different presentments on the amount of money spent. To us it is very confusing at times, but it is all in what we want to believe.

The next witness will be the President of the New Jersey Education Association, Edithe Fulton, accompanied by Walter O'Brien, her Legislative Aide.

E D I T H E A. F U L T O N: Thank you very much. I have testified before larger groups, but no group that is more prestigious than your long-term commitment, both of you Senators, to public education. I want to thank you for the opportunity to express NJEA's opinion concerning "Education in New Jersey: A Blueprint for Reform."

On September 6, 1983, Governor Thomas H. Kean delivered a speech before a Joint Session of the Legislature. His proposals have met with mixed reviews.

Let me clarify today, for the record, our response to each of his points so that we may once and for all provide for the public an accurate account of our position.

Number one, discipline. The Governor calls for a crackdown on student disruption. No one wants to have an atmosphere conducive to learning more than teachers. Other school employees should not be harassed by disruptive students. We welcome the support and await the Governor's recommendations.

On the Academy for the Advancement of Teaching and Management, we think this is an opportunity for teachers and the Administration to exchange valuable information. We hope it will be a cooperative effort affording the opportunity to attend to a broad spectrum of the school community.

The third proposal on "Master Teacher" -- the objective is laudable. The shortcomings of other plans, however, should be noted, such as quotas, fixed pot of money, the selection process, and perhaps not to be ignored, removing the best teachers from the classrooms.

Studies show that there are many factors that promote excellence and suggest the least effective, perhaps, is giving a one-year bonus to a selected few. President Reagan's twenty-one member panel has just recently said that the bottom line is a recommendation

for higher base pay for all teachers and more adequate funds for our schools.

In the area of bilingual education, the Governor insists that native-language instruction produce English proficiency in three years and that Hispanics and other speakers of foreign language pass the State's high school graduation test in English. Proficiency in English is the goal of all bilingual education, and we are pleased that the Governor insists that it remain so. We cannot abandon non-English speakers, however, who arrive in this country late in their high school years and deserve special help and consideration.

Just yesterday, the Advisory Council for Bilingual Education expressed to Dr. Leo Klagholz, the architect of the Plan, that "interns" were unacceptable to teach our children and they expect properly trained personnel in the schools.

On the salary question, the need for an immediate and dramatic improvement in the economic structure is obvious. The average beginning salary in the State of \$13,091 is a poor substitute for the \$22,000 average starting income of the college graduate in other fields.

We are pleased that the Governor recognizes this fact. This beginning range would be more attractive to students and, certainly, to their parents, who know the expense that a college education implies in today's world.

In a society where an individual is often judged by how much he or she makes, it's about time that the public be encouraged to improve the paltry salaries paid to school employees.

The media is perpetuating a false impression that NJEA has responded negatively to the Governor's proposals. I have just finished offering support and cooperation for five out of the six proposals. How does that constitute "negativism?" I think we need more accurate reporting. I noted at the hearing on the Doria/Garvin bills in Trenton on October 3, and at last Monday's hearing at Kean College on the certification question, that the press was conspicuously absent.

I would also recommend, respectfully, that you hold a late afternoon or evening session if you wish to hear from the practitioners who are in their schools at this very moment.

Now, to the "Alternative Route" proposal.

Certification: I have attached a recent article detailing our concerns for your edification, and I hope you will read that at your leisure.

Perhaps the Legislature and, indeed, the public are not aware of the alternate routes available at the present time. They are alternate routes that I am not saying we subscribe to or do not subscribe to, but they do exist.

Emergency Certificate: If a shortage is declared in a subject area, an emergency certificate can be issued when a superintendent indicates the need. Then, the candidate must satisfy the standards.

Provisional Certificate: Again, issued in areas of shortage. The practice has been that candidates who have a minimum of eight to ten credits encompassed in the education area are eligible for a certificate, and then must satisfy the remaining standards after employment.

Student Teaching: This was alluded to by the Commissioner as a stumbling block for people who are not going through our college institutions to enter the profession. In student teaching, a candidate entering from the private school experience must satisfy, of course, the academic standards and, if they have three years experience in private school teaching, this may well substitute for practicum.

If Dr. Cooperman's proposal were embodied in a comprehensive plan as just "another" alternate route rather than the "focus" of the Governor's plan, it might not be so offensive. But, no matter how long Dr. Cooperman insists that his plan is not to "replace" college programs, the accompanying rhetoric clearly has carried a different message.

It has contained an indictment of college students, college professors, current teaching staff, training methods, student teaching and so on.

Statistics are skewed to create the drama; generalizations have painted everyone with the same brush. Education majors are pictured as dullards, and the current teaching staffs have a right to be insulted at the barbs and utter lack of respect the Commissioner appears to have for this own profession.

I have been told by many administrators in all practicality and in their experience, it is easier for them to work with "methods trained" teachers in enhancing subject matter skills, than trying to teach the "subject matter" candidate "how" to teach.

How many of the current decision makers ever taught and, if they did, how long did they stay in the classroom?

I questioned the Commissioner additionally about any current plans to improve the training and performance of administration and supervisory personnel. He has stated that he sees no need to do that at the present time. We believe in accountability for all, and wonder at this lack of concern in a system that has been so often criticized having no need to improve the management training.

I would like to share with you samples of the skewed data that accompanied the presentation of this plan, and they are contained in Attachments B, C and D. The first one shows a pie chart on certification routes -- teacher programs, emergency, and course counting. The second shows a page from the Plan that indicates 1,726 emergency and provisionally certified persons employed. Then, there is a page obtained from the Department showing the actual summary of certificate issuances during the three years 1980-81, 1981-82 and 1982-83. I think if you would note the pie chart, you would see a listing of 20% emergency certificates.

During Dr. Cooperman's presentation he used this visual, which implied that 20% of those who become teachers do so by first being given an emergency certificate. The accompanying text of his presentation made the following claim:

"In New Jersey last year, 1,726 emergency and provisionally certified persons were employed." Yet, official tables from the State Department of Education attest that only 625 persons held emergency certificates last year, and 596 persons held provisional certificates. The total is clearly 1,221, 1.6% of the teaching force. Most of these were issued in only three fields, vo-tech, bilingual, and English as a second language.

It seems inescapable to conclude that the Commissioner is knowingly exaggerating the 20% and the 1,726 figure for his own purposes.

We have many concerns as expressed about the alternate plan, but a desire to cooperate wherever possible.

I would like to point out on the blue sheet (Attachment D), that if you look down to the bottom, the science and math figure was only 120 in the 1982-83 year and, indeed, the total figure reflected in the Commissioner's report in September reflected the 1981-82 school year, not the 1982-83.

The other attachment for you to look at (Attachment E) is a comparison, as it exists now, of the three programs, the new college regulations that went into effect September 1, Dr. Cooperman's alternate plan, and the Doria bill, which is backed by the NJEA, and which even upgrades the standards to a higher degree. If you notice, if we are talking about subject matter knowledge, the middle plan, which is Dr. Cooperman's, only requires eighteen credits in an academic major or subject matter, while the other two programs require thirty credits.

I thank you for the opportunity to share information with you, and I would just like to bring to light one more document that came into my hands just the other day. As you know, Walter and I are registered lobbyists, and when we appear at the Legislature we, quite properly, wear a lobbyist's badge. It is no surprise that our Association, along with many others, is in the Legislature to lobby for our interests. I came in contact with a document that talked about the meeting of the Citizens' Support Network on the issue of certification. There was a packet of materials, I guess, that was handed out at this meeting, and the charge was as follows to the group of key contact people: "To identify at least five individuals within your area who you feel have an interest in improving public education. These individuals may be school administrators, teachers, local leaders, business representatives, parents, non-parent taxpayers, etc. However, they should be identified based on your feeling that they would be supportive of the certification proposal as one step to improving public education in New Jersey."

This group was to contact each of these people, tell them the details of the certification proposal, and explain to them that they should establish with this network of members a key person during the

next several months as this proposal was being debated and considered for adoption. Also, they should begin immediately to contact their State legislative representatives, for the purpose of expressing support for the Commissioner's proposal. They should write or phone the Assembly Education Committee members and, I suppose, the Senate should be included in on that too, although it is not mentioned on the paper. They should share the details of the proposal with friends, organizations, civic groups, associations they belong to, and encourage others to contact their legislators or express support to members of the State Board of Education. When legislators and other public officials in their areas express support for the proposal, contact them and express agreement.

Now, you would think, and I would think that NJEA would put out a document such as this. However, the people who presided at this meeting were Dr. Cooperman, for a welcome and a certification proposal presentation, Robert Swisler, related political climate, network process, Gene Oswald, and questions and discussions, Gus Ruh and Leo Klagholz. I believe the members of the Assembly Education Committee, when shown this document, were quite outraged -- outraged, I guess, was the word they used -- that the Department should be lobbying, certainly, against the bill that Joe Doria had in and, indeed perhaps, lobbying in such an outright fashion, being members of the State Department of Education.

I just call this to your attention; I would be happy to provide you with a copy of it if you so desire. I will be happy to answer any questions you might have.

SENATOR FELDMAN: We have a member of the State Board of Education here, Dennis Crowley. I am not asking Dennis to appear as a witness, unless he so volunteers, but I do know that many of the allegations in your presentation will be turned over to the Department, and perhaps, hopefully, and I'm sure we will, the Senate Education Committee will have a response to the charges that were made.

MRS. FULTON: I think, Senator, in response to that, we intend to testify, of course, on November 16 and at every opportunity possible before the State Board of Education. One of the frustrations I found over the years, is that I have testified there several times

and had about four minutes to express the view of 125,000 people. There may be a little more time allocated. I guess the frustration is that the very people who work with the actual practitioners have very little time to give our opinions, and I know we could do it in, perhaps, private session, but to the State Board members, we feel that is a public body which should allow people an ample amount of time. Whether or not that amount of time is granted, I question.

SENATOR FELDMAN: I'm sorry I overlooked Dr. Jones who is here. He is on the State Board of Education. I know he is drinking all this in and, of course, if he wishes to testify he is welcome to. But, I want to welcome you, Dr. Jones, coming from the neighboring community to the south, Teaneck, here to Bergenfield today.

FROM AUDIENCE: May the public ask a question?

SENATOR FELDMAN: No. Members of the press, what you can do is to interrogate any of the witnesses when they leave. Otherwise, it would defeat the purpose of the hearing which is more educational for the Committee, giving those who are very much involved, the leaders in our education community, a chance to give vent to their own expressions and feelings about this most important proposal submitted by the Governor and supplemented by Commissioner Cooperman. I know that Edie Fulton and others will be very happy to respond to questions from the press when they leave the podium.

Never have we had so many presidents in one room. Our fifth president now is Bernard Kirshtein, President of the New Jersey School Boards Association. This library shall henceforth be known as the Library of Presidents. (laughter) Bernie?

B E R N A R D K I R S H T E I N: Good morning, Senators. I am Bernie Kirshtein, President of the New Jersey School Boards Association, representing the 611 school districts in our State. It is a pleasure to be here today to present to you, our views concerning the various proposals that have been made.

It is indeed a time of great significance, a time of hope and excitement for those of us who care deeply about the education of our youth. We are here today to discuss the ideas put forth in an extraordinary event -- a special session of the Legislature called by the Governor to propose a number of significant initiatives for the

reform of the public schools. By the way, I should add that copies of this statement have previously been given to the Committee, so you already have them.

SENATOR FELDMAN: Yes.

MR. KIRSHTEIN: All right, thank you. We are pleased that the Senate Education Committee has called this hearing to gather input and reactions to these proposals.

As representatives of local school board members throughout the State, who give freely of their time and energy to improve the schools in their communities, we wholeheartedly agree with Governor Kean when he says, "Our well-being as a nation depends on our children, and the well-being of our children depends on education." We applaud the Governor's request that all segments of the community join him in "reaffirming the mission of the public schools: to assure equal access for every child to a sound education and thus to a decent job."

The Governor has recognized that, "If New Jersey wants jobs for her children and does not want to raise an entire generation of dislocated workers, we have got to upgrade public education. If we do not, the educationally deprived will become the economically disadvantaged."

It is our hope that the eight national reports that have produced a tremendous media focus on the need for improving public education, the concern of our Governor, and the concern of our Legislature will produce not only the creative ideas necessary to stir reform, but the resources necessary to support large scale improvement. As the Governor warned, "The gap between our need for rigorous schooling and our ability to provide that schooling is far too wide."

On the general thrust of his speech, we applaud the Governor and find ourselves in substantial agreement. We fully supported the raising of academic standards on the statewide test of basic skills, and, in particular, the graduation test. We agree with the Governor that the same high standards that we apply to all of our students must apply to our bilingual students as well. We believe that students with limited English proficiency should be helped to gain fluency in English as rapidly as possible and should be required to pass the test necessary for graduation, not in their native language, but in the

language of the country in which they are living and in which they will work and function as citizens. To require less than fluency in the English language, is to do a disservice to these young people. The schools have a very large and heavy responsibility to provide these students with training in English as a second language, and this responsibility must be met.

Much of the Governor's speech dealt with recommendations for improving the teaching force. Like the Governor, we supported the State Board of Education in its recent action changing the rules by which teachers and other educators earn seniority. We argued strongly for these rules, believing that seniority should be earned only in subject areas in which teachers have actually had extensive experience.

One of the major initiatives offered by the Governor is his support for the Commissioner's proposal to establish an alternate route to certification, one in which districts will be permitted to hire as interns people who hold baccalaureate degrees and who pass a State examination in the subject matter that they will teach. The proposal would also require all prospective teachers, even those coming through teacher preparation programs in our colleges, to pass the subject matter examination.

We fully support the requirement for competence in subject matter for all teacher candidates. We also support the idea of alternative routes to certification. We support the development of a broader pool of talent from which local districts may choose to hire teaching staff. However, we believe it is too early at this point to fully evaluate the Commissioner's proposal since the essential elements, that is, the requirements that interns must meet before hiring and the nature and extent of their training, are as yet undetermined. These essential elements will be developed by two panels to be appointed by the Commissioner. We will study the final proposal very carefully and will evaluate it in terms of whether the plan will ensure that prior to full certification, a teacher will demonstrate not only competence in subject matter, but competence in the professional knowledge and skills necessary to teach.

Without doubt, the most startling, probably the most significant, and surely the most costly of the initiatives offered by

the Governor is the proposal that starting salaries for all teachers be raised to \$18,500, with that figure being adjusted annually based on the cost of living index. That would amount to about a \$5,000 increase over the present average starting salary in New Jersey if it were implemented today. Teachers now on staff who earn less than \$18,500 would be eligible for that figure if they pass the State examination in their subject matter. According to our estimates, this latter group could cost almost twice as much as the new teachers. Cost estimates on the proposal vary widely, from \$30 million to \$350 million, depending on what assumptions are made. We are very concerned that raising the figures on the first few steps of the guide might force the entire guide upwards, since veteran teachers, and they are the ones who sit on the union negotiating teams, are not likely to tolerate newcomers earning almost as much as those who have been in the district for far longer. If the entire guide is driven up, this could be a very costly proposal.

While we agree that higher starting salaries are important in attracting a quality staff, we have a number of concerns.

The first is, where will the money come from? That has been addressed already. The State's 100% commitment fades very quickly after the first year. This sudden increase in salaries would force a sharp rise in property taxes, which could lead to voter rebellion and defeat of school budgets on a wide scale, with the loss of programs, staff and educational services that follows such defeats.

A second concern is whether the money, if it could be found, would be well spent by raising the salaries of many existing staff members, which is a very likely outcome of this proposal. While we might attract some new and capable people into the profession in the 5% of staff positions that are open every year, the greatest impact of this large expenditure of funds might be to pay the same people more money for doing the same job they are currently doing.

Consideration should be given to the idea that higher salaries should be offered only in return for greater accountability and better performance. This would require some changes in the tenure laws that give all school employees such a strong hold on their jobs, even when their performance has been just mediocre. One possibility

might be the creation of two salary schedules -- one, a continuation at present levels with modest increases from year to year for staff who wish to retain their tenure; the other might be a higher, faster-moving and more rewarding scale for those who are confident that they can demonstrate the competence and growth necessary, not only to retain their jobs without tenure, but to move ahead on the scale.

In a related proposal, the Governor has said he would create a commission to design a master teacher program that would reward extraordinary teachers with extraordinary compensation and recognition. The commission would establish both the criteria and a procedure for selecting master teachers, as well as for defining the responsibilities of such teachers. The Governor's proposal, which will be developed in cooperation with Commissioner Cooperman and will involve five pilot districts on a voluntary basis in the first year, seems to be a cautious and well-reasoned approach to exploring a concept which may hold promise.

Addressing the need to improve the sense of professionalism within our schools and the need for staff to upgrade and update their skills, the Governor has proposed that the State of New Jersey establish an Academy for the Advancement of Teaching and Management. The Academy would focus on practical applications of the latest research findings. It is anticipated that teachers and administrators would be able to spend a week, several weeks or a month studying effective school practices. The Governor has asked the Commissioner of Education to design a proposal for such an Academy and submit it to him. Again, this is a concept that appears to hold much promise, but is difficult to evaluate because the design has not yet been created.

There is no doubt that training and staff development must be high on our priority list if we are to effect real change in public schools. Some questions about the Academy do occur, however. Will the Academy duplicate the work of the regional curriculum service units and the colleges and universities within this State that offer courses in education? Will districts be required to release teachers and managers from their regular responsibilities in order to attend the Academy? And again, finally, how will the staff be paid for attending?

Our Association fully supports efforts to ensure professional growth of teachers. We believe that continued professional growth should not only be encouraged, but that it should be a condition of continued employment. We believe the single most important step that the State could take in that direction would be to end the practice of granting a lifetime certificate to the beginning teacher. New Jersey is the only state in the nation that places no further requirement on the graduate of an approved teacher preparation program. Other states require either advanced degrees or some demonstration of additional professional growth and/or competence. If we are serious about improving the public schools, then we must become serious about requiring professional growth, the updating of skills and knowledge of the people who are the key actors in the educational process. We have asked the State Board of Education to study the issue of renewable certification and to develop rules and regulations along these lines.

The final area in which we would like to comment, concerns the Governor's remarks about disruptive students and those in need of help. We fully concur with the Governor's statement that, "Undisciplined and disruptive students must not be allowed to deprive other children of their right to learn," and that, "Boards of education, administrators and teachers must make and enforce discipline codes and must state openly their policies on how to cope with such disruptive students." We look forward to the assistance that the Commissioner of Education will be providing in the form of guidance, models and the development of options from which districts can choose when dealing with disruptive students.

We also share the Governor's concern that, "Schools must be more active in identifying children who need help and putting them in touch with people who can help them." However, we urge the Legislature to keep in mind, particularly when dealing with appropriations, that the resources for dealing with troubled youth in this State are very slim indeed. Time and again, schools identify students who need more than the schools can give them, and there are few agencies or programs to which referrals can be made.

I want to thank you, again, for the opportunity to present our comments on this wide range of initiatives. We look forward to working

with you to develop public policies and the resources that will enable New Jersey's public schools to provide a truly excellent education for all the State's students.

SENATOR FELDMAN: Thank you, Mr. President. I want to recognize, if I may-- I did recognize Walter O'Brien and Dennis Crowley, and now I want to recognize Ted Reid of the New Jersey School Boards Association. Thank you, Ted, for coming here today.

I have no questions for Mr. Kirshtein, but thank you very much. As we leave the academies of presidents, we are now coming into the academies of learning. The next few witnesses will represent the schools of education in New Jersey. So again, Bernard, thank you very much. I now call on Dr. John Callan, Dean of the School of Education at Seton Hall.

D R. J O H N C A L L A N: Senator Feldman, Senator Dumont, thank you for this opportunity to appear before the Committee. I want to apologize for not having had the time to organize my thoughts, my notes, as much as I would have liked. We at Seton Hall have been undergoing an accreditation visit for the past three days, which ended on Wednesday. We were visited by a seventeen-member team from the State Department of Education, and a nine-member team from the Middle States Association, so we have been teamed to death and, as a consequence, a lot of important activity has had to be put on the back burner. However, I did want to take the opportunity to respond, or to make some random comments concerning the Governor's message and the various papers that have been emanating from the offices of the Chancellor and the Commissioner of Education.

First of all, I would salute their interest in something that I consider extremely important. Their motivation, their desire to improve education, is admirable. I think their solutions, however, are bad. It is for this reason that I would like to kind of zero my comments in, particularly, on the new standards which have come out from the State Department of Education and the Department of Higher Education, new standards which, incidentally, have not really been in effect long enough to have been tested. I would hope that the Commissioner's office would attempt to provide leadership to turn the tide of opinion regarding teaching, regarding education in general.

During his brief term as Commissioner, I, for one, have observed very little, other than negative vibes coming from the Department of Education. I think that in his position of leadership, he should attempt to help make teaching a respectable profession, a profession that will attract people not because the money is so great, but rather because it is a high calling. I wish that the officials in the Education Department, both higher education and public education, would get to know what is going on in teacher education, because I submit that from the comments that appear in the Governor's message, in Leo Klagholz's epistles, and in the Commissioner's and the Chancellor's remarks -- I submit they are not as aware as they should be of what is going on in education in general, and teacher education in particular.

I very much resent some of the generalizations that have been made concerning the inadequacy of teacher education. We are criticized and ridiculed for our curricula, which are based on rules and regulations mandated by the very departments that criticize and ridicule them. We are told there should be an alternative way of learning to be a teacher, and I would say no profession -- no profession has been subjected to the indignity of such a proposal as this. One cannot become a lawyer by taking a test and going through an internship. Thank God, one cannot become a doctor through the same process. I submit that teaching is every bit as important, perhaps in some ways, even more important.

I wish the State Department of Education had come out with a challenge to those of us in teacher education, and an invitation, if you will -- an invitation to make some proposals for alternatives. If truly an alternative is desired and desirable, then I think a general invitation should have been given to the teacher education community to come up with some alternatives. I am ready to propose some alternatives on a week's notice and, if required, on a day's notice.

The teacher education community is committed -- they are committed to excellence. They are committed to that very, very favorite word of the Commissioner -- rigor. They are committed to professional excellence. I think, perhaps more than anything else needed in this State as we contemplate the development of new rules and regulations, we need to recognize that institutions of higher education

care, and care deeply, and to recognize that they are worthy of respect for their institutional integrity. Increasingly, this respect has been eroded. I get a sense of deja vu as I attend such meetings as this, as I read the documents coming out of the State Departments of Education and Higher Education, and I see that our professional integrity is not respected. I think this is a sad day for education in New Jersey.

Now, if I appear thoroughly negative, I apologize. I really don't mean to be. Fundamentally, I am a nice person. I like people; I love teaching; I love education. And, I care very deeply about what happens and what is happening. I am concerned.

SENATOR FELDMAN: And, so are we; thank you. The next witness will be Professor Carolyn Maher of Rutgers Graduate School of Education. We'll see if there is a common thread among the educators on the college level.

C A R O L Y N A. M A H E R: Senator Feldman, Senator Dumont, ladies and gentlemen: One must commend the Governor and the Commissioner of Education for their interest in the improvement of education in New Jersey. Their intentions are unimpeachable. Yet intentions alone, even the best of them, are no guarantee that proposals created to implement them will, in fact, bring about the desired improvement. I have read the proposed program very carefully in full recognition of the intentions of its creators, and I do not think it possesses the potential for remedying presently existing deficiencies. Indeed, I believe that in some respects it will aggravate the problem.

This position obviously requires that I specify the reasons for my criticism first of all, and then perhaps propose alternative approaches to the problem.

At the heart of the Commissioner's plan is the effort to attract to teaching persons with demonstrated mastery of the content of their discipline by offering salaries competitive with those prevailing in other professions. The plan sets no requirements for training or background in education as such, and thus will accept persons entirely without any education training. To overcome this deficiency, the plan calls for a series of specific steps involving orientation, observation and post-observation conferences with principals, interactions with experienced teachers and in-service days. Whether these measures will

compensate for the deficiency is an open question to be resolved. However that may be, it is not at present at the center of my criticism.

For the plan to be successful, it should be established that mastery of the content of a discipline is the mechanism for remedying major deficiencies presently existing in New Jersey education. Failing to meet that criterion means failing to reform education.

Before all else, it should be noted that the plan is clearly directed to middle and high school levels, where instruction is normally in terms of a given discipline. There is no doubt that among the qualifications for teachers is knowledge about that which is to be taught. Greater knowledge of the discipline makes it more likely that it will be better taught. Nevertheless, it is not enough that elementary teachers, for example, have a major in a discipline, for elementary teachers span the disciplines. They teach them all. If content mastery is the answer, elementary teachers would have to have undergraduate majors in several disciplines. This is manifestly absurd.

Content mastery is a concept needing some discussion. Can we accept content mastery for its own sake? Why and how is teachers' content mastery useful to students? It takes but little reflection to recognize that detailed knowledge of the Peloponessian Wars does not effectively advance the education of modern children, nor does mastery of nuclear physics. The first confers no discernible benefit to school children; the second is quite outside the capacity of school children to understand.

It then becomes clear that content mastery has no inherent good, but acquires the good as it serves the educational needs and abilities of school children. The first question to be decided, therefore, is what the needs of school children might be, and content mastery of even a relevant discipline is no qualification for making that judgment.

Further, the ability to pass a subject matter test has no discernible relationship to the ability for making judgments about children's needs. In fact, it may serve as a back door into teaching for persons who have serious disqualifications for teaching.

Content mastery alone without other qualifications tends to reproduce itself so as to develop children who can pass tests in content without having learned disciplined thinking, but having learned only some facts that they will soon forget.

There is no necessary relationship between knowledge of a subject and the ability to teach that subject. Good teaching implies content mastery; content mastery does not imply good teaching. The assumption that some quick on-the-job training will relate them is a cruel illusion.

Any realistic assessment of the needs of students -- we are agreed, I believe, that education does indeed serve them -- must recognize that teaching mathematics, for example, is not and cannot be the same in an affluent, education-oriented community as in an urban school. Understanding these differences and dealing with them successfully is not conferred by a B.A. degree in a discipline and a successful score on a test in that discipline. In terms of needs, it is urban schools that far and away have the greatest unsatisfied needs.

Finally, it must be asked whether educational goals are limited to the transfer of a certain body of information. If so, then the proposed plan may perhaps serve. If not, and parents and society expect much more from education, clearly such a view of education is ludicrously short of recognizing the complex character of educational efforts.

By the way, you might ask who am I? I am a Professor of Mathematics Education at the Rutgers Graduate School of Education. I am also a member of the Board of Education in the township in which I reside. I began my career with a B.A. degree in mathematics and began teaching mathematics in a New Jersey high school, without any education training, but I soon discovered that my mastery of mathematics was just not enough to be a teacher. That realization brought me to education study, and that in turn to my commitment to the training of mathematics teachers. I suggest that my personal experience is not entirely irrelevant to the problem at hand.

When I began, I suggested that perhaps some constructive suggestions might be appropriate. I am representing also today, the Department of Science and Humanities Education at the Graduate School

of Education, of which I am currently Chairperson. Our faculty has met and has come up with what is an alternative suggestion. Let me briefly outline it to you.

We support the regulations; however, we are very concerned that the newly enacted teacher certification regulations -- which have come about from long and intensive development under the Newman Commission, which we believe moved New Jersey in the right direction -- be given a chance. They require a college degree with a liberal arts major and they raise the grade point average that is needed for certification. They also require appropriate work in professional study, including knowledge of education, children and teaching, as well as supervised practice in schools.

We think parents and children deserve nothing less. These new regulations were carefully constructed. They are rigorous, and they should be given a chance to be tested. While we support these new regulations, we recognize that there needs to be consideration of even further strengthening of teacher education and certification, as resources and conditions permit. We propose for future development, a five-year teacher certification program, with provisional certification available after successful completion of a bachelor's degree, but a fifth year of work required for permanent certification. This proposal is consistent with new certification requirements in other leading states, and with the expressed views of Higher Education Chancellor Hollander.

A five-year program for permanent certification, with opportunity for students to become provisionally certified after four years, and a fifth year required within the first five years of employment as a teacher, might be considered. For provisional certification, which would be valid, say, for up to five years, an undergraduate degree, even a higher grade average perhaps than the minimum required at the college, broad liberal arts study with a liberal arts major, an improved college program of preprofessional education, including supervised field experience in schools, and surely for secondary teachers, a major in the subject to be taught. Permanent certification completed within the first five years of teaching would require satisfactory performance as a teacher, and advanced work at an

accredited higher education institution equivalent to a year's academic study in a subject field, and education.

We offer this proposal for consideration following a systematic evaluation of the certification regulations, which have just gone into effect. It reflects our conviction that teacher education needs to become more demanding, rather than less demanding, if we are to have well-prepared, high quality teachers. The quality of a profession is not upgraded by relaxing professional preparation. Teacher education and certification are but parts of the problem. Improvements in the professional lives of teachers, including economic and working conditions, are also necessary to provide career patterns which retain the kinds of talented people we would like to keep in New Jersey classrooms.

These career patterns must incorporate more than a competitive initial salary. They should provide for recognition of long-term development of teachers, without those teachers having to seek administrative positions outside of school employment. They should also include professional status within the school, which permits teachers to devote their energies more fully to improvements in the process of teaching, and diminishes the teachers' responsibilities for the large number of non-teaching duties in the schools.

We, in our department, and educators in the schools, seek continued improvement in education. We have a commitment to increasing the quality of teachers for the schools of New Jersey. Thank you.

SENATOR FELDMAN: Thank you, Professor. For a math professor, you articulate very well -- you communicate well.

PROFESSOR MAHER: Thank you.

SENATOR FELDMAN: Our next witness will be Ken Carlson -- Dean Carlson, from the Rutgers Graduate School of Education.

K E N N E T H C A R L S O N: I am the Associate Dean; the Dean is going to be following me. I was at a meeting last night with Herb Green. Herb can't be here today, but he asked that I communicate his regards to the Committee, so I communicate his regards and mine. My testimony is entitled, "Anti-intellectualism in the Commissioner's Proposal," and there are some extra copies if anyone wants one.

The Commissioner's proposal, which I've read and heard presented several times by both the Commissioner and his deputies, is remarkable for its anti-intellectualism. The anti-intellectualism is evident in at least three ways.

First, a sharp distinction is made in the proposal between liberal arts courses and education courses. Liberal arts courses are accepted as good preparation for teaching, and education courses are dismissed as "artificial barriers." Full benefit of the doubt is given to all liberal arts courses; no benefit of the doubt is given to any education course.

This invidious distinction between education and liberal arts courses is a common misconception among lay people; to have it echoed by a State Commissioner of Education is appalling. John Dewey, who wrote extensively about education, was as much a philosopher as Baruch Spinoza, who had little if anything to say about education. Philosophy of education is philosophy; sociology of education is sociology; psychology of education is psychology; etc. That is to say that education can be studied liberally in education courses just as it can be studied liberally in liberal arts courses. There is a sharp distinction only to people who think in stereotypes or who have intellectual pretensions.

The second evidence of anti-intellectualism in the Commissioner's proposal is the repeated lamentation about the lack of uniformity among and within college education programs. However, a uniform framework is imposed on those programs by State regulations, recently augmented by NJAC 6:11-7, and by the mandatory standards of the National Association of State Directors of Teacher Education and Certification. Many of the college education programs in New Jersey, including those at Rutgers, also meet the standards of the National Council for the Accreditation of Teacher Education. Thus, the college education programs are constrained by as many as four sets of regulations, which certainly produce consistency among the programs, to the extent that the regulations themselves are consistent.

What the Commissioner is lamenting, then, is the lack of agreement within this statewide framework. For example, one program or one professor might emphasize Piagetian theories of development, while

another program or professor might stress behavior modification approaches. The Commissioner deplores this disagreement. But to prohibit these legitimate professional disagreements in the interest of some sort of group-think, is to impose intellectual rigidity and imminent sterility. If education professors are expected to parrot a party line, shouldn't history professors have a forced consensus on the causes of the Cold War? Or, is it that the liberal arts disciplines deal with more complex phenomena than schools and children and learning, and so a greater tolerance for ambiguity is accorded to these disciplines?

When he spoke to the Rutgers chapter of Phi Delta Kappa on October 13, the Commissioner said that his proposal would allow each of the 2,300 schools in New Jersey to tailor its intern training program to the goals and needs of that school. The Commissioner cited the possibility of 2,300 variations as an argument for his proposal; immediately before he had denounced the college education programs for having a score of variations. The Commissioner expects all the college education programs to subscribe to the same definition of effective teaching, but he seems prepared to allow 2,300 definitions among the public schools.

The third evidence of the Commissioner's anti-intellectualism follows. In the Commissioner's proposal and in his comments on the proposal, there is talk of the "professional body of knowledge." This body of knowledge is thought to be so limited that it can be communicated in a five-day orientation, as contrasted with one of those quickie, ripoff weekend courses the Commissioner so staunchly -- and commendably -- opposes. A profession whose body of knowledge is this limited is not a profession at all. It is at best a low skill trade, whose present practitioners can be considered to be more than adequately compensated.

The Commissioner thinks the body of knowledge can be communicated in five days because he defines the body so narrowly. Indeed, he has predefined it, determining beforehand that which the national panel of experts is supposed to decide. According to the Commissioner, the body of professional knowledge shall contain only that which is related demonstrably to effective teaching. There is no

incontrovertible evidence that a person becomes a better mathematics teacher by studying the history of education; therefore, the history of education is an "artificial barrier." However, it is perfectly all right for a mathematics teacher to have studied the history of the Hapsburg dynasty because that would have been done in a liberal arts course. It will do no good to suggest to the Commissioner that there is a greater logical relationship between a knowledge of educational history and effective mathematics teaching than there is between a knowledge of archdukes and either mathematics or teaching. The Commissioner demands no proof for the value of liberal arts courses, and logical proofs are not enough to persuade him of the value of education courses.

On Page 6 of his proposal, the Commissioner says, "There is little basis for requiring specific theoretical courses," but then he goes on to say, "It is absolutely essential that teachers be educated in all the subjects which might provide theoretical insights into their roles." Since the Commissioner's proposal calls for a bachelor's degree but dispenses with education courses, the Commissioner obviously believes that only liberal arts theories provide insight into the teaching role. The Commissioner's aversion to theory extends only to education courses. To be anti-theoretical is a form of anti-intellectualism; to be inconsistently anti-theoretical, as is the Commissioner, is something for which the dictionary may not yet have a word.

The Commissioner's insistence that the professional component of teacher preparation consists solely of on-the-job training in the "practical" and "applied," and his rejection of education courses altogether, will result in a new breed of teachers. They will know what the principal expects them to do in the school where they work, but they will have no independent knowledge with which to judge the principal's directives and no analytical sense of American education. They will have been programmed for unquestioning obedience to the orders of their superiors. This is appropriate training for "apparatchiks;" it is not the preparation of professionals.

One is left wishing that the Commissioner's proposal had not been presented in so finished a form. The thinking behind it was clearly unfinished. Thank you.

SENATOR FELDMAN: I wouldn't want to be the target of your wit, Ken, but I want to thank you. Now I will recognize Dr. Irene Athey, Dean of the Graduate School of Education, Rutgers University. I had the pleasure of meeting with the Dean in my office, and out of that meeting came the idea for this discussion today.

D R. I R E N E A T H E Y: Senator, I was wondering if you would consider renaming this the Library of Presidents and Deans. We deans need a little recognition now and again too.

I am the Dean of the Graduate School of Education at Rutgers University, and I stress the word "graduate" advisedly because, like other units of Rutgers, the School's major objectives lie primarily in research and teaching. Until two years ago, we were only marginally involved in the preparation of teachers. Under campus reorganization, we assumed the responsibility for all courses necessary for certification. However, we do not grant an undergraduate education degree, and even under the new arrangement, we prepare only 7% of New Jersey's teachers.

You will readily perceive, then, that I am not here to protect the jobs of myself or my faculty. As a matter of fact, you have seen that my faculty can speak very well for themselves. But, I object strongly to that ad hominem argument that people in teacher education programs are simply out to defend their jobs. I am here to speak for what I believe in, and indeed have spent much of my life devoted to, namely, ensuring a thorough professional preparation for prospective teachers. Why do I believe in the need for such training? After all, as some recent newspaper articles have pointed out, it is possible to find dedicated and enthusiastic teachers in private schools who have never had the benefit of a single professional course. Why then should we not take any educated person with adequate knowledge of a subject and a commitment to teaching, and allow that person to go directly into teaching? I will tell you why I believe such a course of action to be a mistake.

The newspaper articles I refer to claim that "teaching is an art." But, teaching is no different in this respect from other professions. Lawyers, doctors, dentists, writers -- in which I include journalists by the way -- musicians, engineers, pharmacists, nurses can

all bring artistic and creative facets to their profession. If they become consummate artists, they do so only when their artistry is built on a science. The essence of a profession is that its practitioners take the relevant sciences and translate that knowledge into better ways to serve people. That is what being a professional means -- wanting to serve, but also wanting to find better ways to serve. To be competent in this endeavor requires an understanding of how people function and how they are likely to behave under certain conditions. Doctors must know how the human body functions, but must also realize how particular life styles affect those bodily functions. Engineers must understand not only the stresses and strains on materials, but the behavior of motorists confronted with bewildering road configurations. In other words, no profession exists in a void. Its practitioners must pay attention to social and psychological factors, as well as to the laws of their particular science.

Similarly, teachers operate in a network of social and cultural factors that contribute enormously to the difficulty and complexity of their task. The social fabric of this country is changing rapidly. Organizations are responding to the information revolution, as well as to economic pressures. Family structures are dissolving and recombining in ways we would not have dreamed of twenty years ago. As our nation and State become increasingly multi-national and multi-cultural, old values are succumbing to new modes of thought, changing value systems and different ways of looking at the world. All this the teacher needs to understand and deal with, because these are the factors that affect the dynamics of the classroom.

While it is true that every teacher needs to understand group dynamics, it is equally true that he or she must cope with twenty to thirty individual psychologies each day. Thanks to theory and research, we now know a great deal about the laws of child development, about how children improve with age in their ability to use language or solve problems. Even under normal conditions, however, there are wide variations within a single age group. On any measure of achievement, for example, at fourth grade there is a four-year range between the highest and the lowest scorers. Thereafter, the range increases proportionately. Even with superior training, a teacher may be ill-equipped to deal with such diversity.

Facts such as these have led John Goodlad, author of one of the recent reports on schooling, to declare that, "There is nothing about which we know more and do less in schools than individual differences." I should add that he made this remark before the advent of mainstreaming or the influx of non-English speaking children into our schools, events that must have served only to increase the range of variation among students. Today a teacher needs to be more flexible and creative than ever before.

I have barely scratched the surface of what a teacher needs to know in order to be a competent professional. I have said nothing about an understanding of educational policy, the theory of test construction and interpretation, knowledge about reading research, and some cognizance of school finance and law. The knowledge I have talked about belongs to systematic disciplines and cannot be learned in the course of daily teaching activity.

Let me conclude by saying that I am very much in favor of a strong internship program. However, I believe that such an internship should build on a liberal undergraduate education, professional course work, and a variety of student teaching experiences. Only by such thorough preparation will New Jersey produce teachers who are among "the brightest and the best." Thank you very much.

SENATOR FELDMAN: Thank you, Dean. I will now recognize Joanne Levine from the Pascack Valley Regional High School Board of Education.

J O A N N E L E V I N E: Senator Feldman, Senator Dumont: On behalf of the Pascack Valley Regional High School Board of Education, I wish to thank you for giving us this opportunity to address you. Our entire Board -- and this report was discussed at a recent Board meeting -- feels that the Governor's "Blueprint for Educational Reform" is commendable.

We, also, are anxious to address the educational issues raised by the Governor. The Board does have some concerns, questions and suggestions raised by those recommendations, more specifically, by the specific proposals put forth by the Commissioner in his outline of the basic elements of a district internship program. We realize this program is in the planning stage and, therefore, sincerely hope our

comments will be considered when finalizing that plan. We will also make our comments known to the State Board of Education.

One question we have is, what is the length of time referred to in the fifteen minimum observations of an intern by a principal or supervisor? Would each observation be one teaching period, a part of that teaching period, or more than one period? The same question of time is also raised with reference to the twenty interactions involving the intern and the collegial teacher. The Board questions the quality of interaction possible if only a minimum of time is spent on each observation. On the other hand, we are most concerned with the fiscal impact of this time that will be spent by teachers and administrators.

You asked for fiscal implications to local districts, so I would like to illustrate. In our district, if a supervisor observes the provisional teacher fifteen times in that first three months, the cost would be approximately \$1,000. If it is a principal doing that observation, the cost could be \$1,500. This is based on two class periods for each observation. We feel that is only the minimum amount of time needed. In order for a collegial teacher to be released from his or her class for the twenty interactions, a substitute would have to be hired. We estimate that would cost \$1,000 for the total interaction time.

The three in-service days for the intern or provisional teacher would cost \$150.00. The cost of covering classes or paying for extra time during the summer for the training sessions for the principals and collegial teachers would cost, we estimate, \$500.00 minimum, or up to approximately \$750.00. The cost of the time spent by the certification evaluation team would cost approximately \$1,000. These come to a total of between \$3,650 and \$4,400. These figures are our conservative estimates, and are not projected costs for two years from now when this program is to be implemented. They will surely be higher in two years. Also, these costs are based on only having one intern in our district, and we do have two schools so there is a possibility of even having one in each school.

As you can see, the \$1,000 fee to be paid by the intern will never cover the cost of the program. Is it possible for the financial burden of this training program to be at least shared, if not picked up

entirely by the State? Also, are these costs, if they are to be borne by the local districts, to be included in our "caps?"

This Board of Education is also presently dealing with declining enrollments, and because of this has had to make many cuts in administrative time. Therefore, we are also concerned with the time, or lack of it, that they, the administrators, would actually have and be able to devote to this program, both in observations and as part of the certification evaluation team.

We have a question regarding the information to be derived from the panel of educators that will be formed to determine, what is effective teaching. In what manner will this criteria be imparted to the intern? Will this, in fact, require additional interaction beyond the time already estimated for observations and interactions?

One suggestion we offer is the possibility of utilizing retired teachers as Mentors to the interns. These Mentors could be paid a stipend for their time, and their expertise would be invaluable. Are these interns to be given their own classroom teaching assignments? If so, will parents in the community accept this idea readily and be satisfied having someone teaching their children who have yet to demonstrate clearly an ability to teach? That question was also addressed by the educators you just heard.

We also express concern in having to bring in substitutes to release collegial teachers from their classrooms while they are interacting with the interns. This is not fair to those students so affected. If this intern is, in fact, to be given a starting salary of \$18,500, what implications does this have for teachers who have been in the system for a number of years and are making only a slightly higher salary? Of course, the fiscal implications of this are enormous.

We feel the final program should definitely include input from the very teachers and administrators who will be involved and affected by the internship program. We agree with all the positive benefits to be gained from this program. On the other hand, this Board feels that local school boards and districts are being asked to assume a great deal of the burden of teacher training. Would it be unreasonable to suggest that at the same time, still greater emphasis be placed on recruiting and educating teachers at the college level?

I thank you very much for affording us this opportunity to testify before you.

SENATOR FELDMAN: Thank you, Joanne. Senator Dumont has an early afternoon appointment. I want to thank you, Wayne, for coming.

SENATOR DUMONT: Thank you.

SENATOR FELDMAN: Don't tell me it's campaigning; you don't have to campaign.

SENATOR DUMONT: Yes, I do.

SENATOR FELDMAN: You've been in office since 1786.

(laughter)

SENATOR DUMONT: No, 1876.

SENATOR FELDMAN: Okay. Now, usually there is one courtesy that we extend to one another, as far as legislators are concerned, and Professor Mazur, who is also an Assemblyman from District 37, is here. So, Bennett, I will recognize you at this time.

A S S E M B L Y M A N D. B E N N E T T M A Z U R: Thank you. I'm sorry that Senator Dumont had to leave.

SENATOR FELDMAN: Wayne, Professor Mazur would like to have you listen to his testimony.

ASSEMBLYMAN MAZUR: Well, if he has another engagement, I'm sure I don't want to delay him.

SENATOR DUMONT: You can fill me in on it in Trenton.

ASSEMBLYMAN MAZUR: All right, I'll fill you in on it another time.

SENATOR DUMONT: I'll be glad to read your testimony; I'm sorry I have to leave.

ASSEMBLYMAN MAZUR: Since Senator Dumont and I, as well as Commissioner Cooperman, are all fellow graduates of Lafayette College, I thought perhaps at least between the two of us there might be some camaraderie. It's a pleasure to have this opportunity to give testimony before your Committee on this particular subject. I will be relatively brief; I realize that the hearing has been going on for some time. I did have to come running here from class, and I would have been here earlier had my duties not interfered.

The causes for the submission of the Governor's recommendations, as I understand them, are the growing shortage of

teachers in the fields of math and science, and the existence, in his perception at least, of a body of bright young people who have graduated college, who are relatively unemployed, and retiring corporate executives who want to find something to do with their spare time. I really do not think he has taken full cognizance of the fact -- and in my mind it is a fact -- that there is a body of information that one needs to bring into a classroom, a body of pedagogical information that we call, "the study of education." It is all well and good to be very good at mathematics, but some professions, I believe, are known for their inarticulate nature. Learning how to teach, and learning how to conduct one's self in a classroom is more than just an art. One has to understand something of psychology, one has to know something of the developing minds in that classroom, and one has to understand the dynamics of group psychology. There is a great deal more to teaching, structuring a lecture, or presenting math or science or what happens in a test-tube.

The shortage of math and science teachers, we can well document. In the six leading State colleges in this State, which have been a habitual source -- or a traditional source of teachers, those who were graduated as science teachers in 1978 amounted to ninety-nine; by 1981, that figure of ninety-nine had shrunk to twenty. I understand that as of last year, it was less than a dozen. Why were those young college students not turning to teaching math and science? They were turning, first of all, to other fields in industry where the compensation would be far greater. Why go for a job starting at \$12,500, which is the average starting salary for a teacher in this State, when a math major can go out into industry and start at \$26,000 today, right now? It just flies in the face of rationale. It would have to be a very, very dedicated person to give up all the material aspects of life, or relatively all of the material aspects of life, for the privilege of teaching math or science in a local school district.

I think that really puts a finger on why there is a shortage of teachers today. I submit that the Governor's recommendation does not accurately respond to that. I think it is commendable to express that teachers' salaries are too low, but raising the floor of the entry level without doing anything for the higher grades of salaries, is like

remedying the situation on a ship by paying the crewmen as much as the captain. His proposal would play hob with all the salary scales and schedules throughout New Jersey.

There are other reasons why young people are not turning to teaching, but compensation is, and has to remain the one major cause, certainly in this State, if not throughout the country. Those shortages are not just the market forces at work. I mean, there are so many constraints on raising teachers' salaries. Some of those constraints are artificial, such as the traditional underfunding of education, a matter, certainly, that the Governor could pay more attention to, since his office has underfunded those formulas in the past two years. Another constraint, of course, is the budget "cap" on education. That is a constraint that suppresses salaries and wages, because, after all, the major cost of education is salaries and wages. It is a labor-intensive activity, not a capital-intensive activity.

So, all of these constraints on spending, as well as the public's unwillingness and the competitive system of conducting school board elections tend to try to keep those budgets down -- and putting those budgets on the ballot itself -- lead to all sorts of politics in the system, of which, I might say, the teachers, too often, are the victims.

As I said, there are other reasons -- three other reasons I would advance for why young people are not turning, the real bright and promising young college students are not turning to teaching. The second one is the lack of community respect for the teaching profession itself. The general reason for this arises from so many different sources. We read the papers today, and somebody is blaming teachers. I'm running for reelection, and my opponent is blaming teachers for the attitudes of students. Many of these attitudes, I think, were born in the home. So many social evils are really unfairly blamed both on the teachers and the educational system.

The job security of teachers is not the greatest today, with the contracting market, the contracting number of students, reductions in forces. There is another aspect, constant raids, or threatened raids of abolishing the teachers' tenure. All of these things tend to say, "Here is a profession which not only doesn't pay much, but, since

you were the last one on, you are going to be the first one off, and it is very likely there will be a cut in that district. So, we cannot promise you a job for more than a year or two, and by the time it comes around for you to get tenure, you won't get it anyway because we will be forced to lay off everyone."

Of course the last, and it doesn't particularly apply to Bergen County, but elsewhere in the State, is the very hostile and inadequate teaching environment. If you look into the central city school systems, even despite the efforts of T&E and the new funding formulas to raise the level of those schools, there is still a very difficult environment in which to conduct the process of teaching young people and providing an education.

These are some of the factors, I think, which have led to the shortage of teachers, and I would like to see the Governor and the Legislature address more attention to these particular aspects of the educational shortage. I have introduced four bills, presented with the help of the AFT, for teacher retraining. There is a body of teachers available there who may not be teaching math and science, or who may be teaching math and science and perhaps their skills need a little updating -- at least the press tells us about that. I do not particularly have any evidence that present math teachers don't know how to teach arithmetic, subtraction, division, algebra, or one thing or another. It is really a very fundamental level, but the press tells us, and some of the politicians tell us that teachers are getting out of date in math and science. If their skills need upgrading, then we should be able to provide them with that education.

Then there is a body of teachers who are being removed through a reduction in force, who are not math and science teachers, but who may have some training in math and science, and would like their skills uplifted so they could switch over to teaching math and science, and they already have that body of experience, knowledge and information -- pedagogical information. My proposal, of course, is that those who take these educational programs would be determined by the school districts and the teachers, a committee put together to do that, and the cost of the tuition would be borne by the State and the school districts, actually about 15% by the school districts, and the

teachers would have to agree to remain in that school district and teach that subject for up to five years, much the way the Army trains people in academic affairs with that stipulation that they stay in the service for that amount of time.

We could then employ that body of people who have had that experience and that training to conduct those classrooms and maintain the learning and teaching environment in a reasonable way, which would solve our problems with our existing forces, and not put anyone out of work.

SENATOR FELDMAN: Thank you, Professor Mazur.

ASSEMBLYMAN MAZUR: Thank you.

SENATOR FELDMAN: You're welcome. Our next witness will be Dr. Mark Smith, Superintendent of the Chatham Borough School District.

D R. M A R K S M I T H: Thank you, Senator Feldman. I regret that so many people who have had things to say have left. I think I am going to disagree with some of the previous speakers. I also want to add my congratulations to those stated earlier to you and your Committee for the work you have done over the years for education. I also want to say that I do not have printed comments. I prepared extensive printed comments for the Assembly Education Committee a week or two ago, was appalled by the treatment I received from that Committee, including not being allowed to make my presentation in its full sense, and being cut off, so I didn't know what to expect today and didn't prepare comments because I wasn't sure whether the treatment that Committee gave people who did not agree with it, is typical of the Legislature, or just the Assembly. I am pleased to see you have permitted people from both sides to comment extensively this morning, and I will try to make my comments concisely.

SENATOR FELDMAN: Your remarks will be on tape, and will be presented in the final transcript to the Committee.

DR. SMITH: Fine, thank you. Let me also pick up on something said earlier by Mrs. Fulton, and that is, she suggested evening hearings. I know there isn't a lot of time to do everything, but I would endorse that suggestion. I think there are many teachers and principals and working professionals around the State who have a lot to say about these proposals, and I know a number of my teachers

who have spoken to me over the past few weeks, and who may not necessarily agree with the leadership of their Association, would welcome the opportunity to speak to a Committee of the Assembly or the Senate.

Also, by way of introduction, I know from listening throughout the day that I am the third speaker to address you this morning who entered the classroom through the internship route, or the non-traditional route, or the non-certified route. Unlike Mrs. Fulton and Professor Maher, however, I am pleased with my experience with that, and that is one of the reasons why when I get to certification I would like to commend positively about the suggestions from Dr. Cooperman.

What I would like to do, is touch quickly on three of the points made by the Governor, and then suggest some things I would like to see the Legislature consider which are not included in the Governor's blueprint, but which I think are important for New Jersey.

First, the minimum salary proposal. I am a third generation teacher in my family, and I support higher teacher salaries. I think the idea of raising the minimum is an important idea. However, I concur completely with your comments at the beginning of the day, and those of others who have preceded me, that a proposal to increase minimum salaries without any discussion of how that is going to be funded is nonsensical. We need to know what the funding is going to be before we can really proceed to do that.

On the question of funding, one thing that has to be kept in mind which I haven't heard raised, is that if the burden to increase salaries for existing staff members falls to the local districts, and it certainly will if we increase the minimum to \$18,500, we will have to increase the other people appropriately, and I think that was one of the intentions of the proposal, an intention I would also support. But, we cannot do that at the local level without some review of the total funding picture. One aspect of that is the "caps." I think we need to realize that local districts are "capped" in the way we can expand our budgets. If we increased all the teachers in my district who are over \$18,500, and I am in a small district, by an amount comparable to the increase in the beginning salary, we would be

committed to about \$400,000, and our "cap" increase allowed next year is about \$350,000. So, we cannot expect local districts to increase salaries without looking at how we fund and how we "cap" the local districts' expenditures.

On the master teacher plan, I have the same skepticism a lot of professional educators have about the way those have worked in the past, but I am enthusiastic about any effort to rethink, or to look at it again, and I have no complaint, in fact, would support some kind of a pilot program to see if we can finally do it right after years of having trouble with it.

What I think is the most important proposal made by either the Governor or the Commissioner, is the idea of looking at how we certify our teachers. I am disappointed that the college people who have spoken before me have all left, and I caught some of them in the hallway to share some of my ideas with them. I feel a little bit like I have followed a series of speakers who were insisting that the emperor has clothes on -- does someone want to say something else?

SENATOR FELDMAN: May I interrupt. There is a phone call that is an emergency -- nobody is sick -- for you.

DR. SMITH: Oh, really. Is it being held?

SENATOR FELDMAN: Yes.

DR. SMITH: Oh, okay. I'll be right back.

SENATOR FELDMAN: We can take a break, not to interrupt the continuity, but I'm sure Dr. Smith will be back shortly. (Dr. Smith returns to continue his testimony.)

DR. SMITH: As I was saying, I feel a little bit like I'm following a group of people who are claiming that the emperor has clothes on. I think we do have a crisis in our ability in the field to recruit able people into the teaching profession. I think the purpose of the Governor's and Commissioner's proposal on certification is to recognize that crisis, and to try to bring to the fore some suggestions about how to deal with it.

I see the need at the local level very precisely. As I look at where the people who graduate from my high school go, the most able people are not entering teacher training programs. If I go back four or five years and look at the top 20% of my graduates, they are simply

not going to State teacher training programs. They are going to Yale, Dartmouth, Williams, Swarthmore, Lehigh, MIT. Basically, they are going to liberal arts colleges, where their intention is to major in a subject area and not train as a teacher. As I look at people coming out of the State colleges, I find that basically we have a shortage of highly qualified people. We have hired thirty-seven people in my district over the last four years. Only four of those thirty-seven have come out of New Jersey teacher training programs. Basically, we are more and more forced to hire experienced people who might be available because of job changes or movement into State from out of State, and we just do not feel that the quality of people coming out of the existing programs is up to par.

When I talked about that before the Assembly Education Committee, one of the Assembly members interrupted me and pointed out that the Trenton State SAT scores are now a combined 950. I think that is fine, and I am glad to see that progress, but I am looking for 1100, 1200, 1300. A person on the Assembly Education Committee said, "But, that would be above average." That is my point. We need above average people entering the teaching profession, and we need to find ways by which we can induce them into the profession and provide alternative routes of training. I think the issues is not, do people need other kinds of knowledge -- agreed. The question is, how do we bring that kind of knowledge to people and in what kind of a training program?

I am a graduate of an intern program, and one of the things I would want to say to the Committee is that the idea of a paid internship is not a new idea. It is an old idea and, in fact, in the 1960's after the interest in education generated by sputnik and other things, internship programs grew up all over the country. The difference between the one being proposed by the Commissioner and the internship programs that were so successful in the 1960's -- and which no longer exist, incidentally -- is that those internship programs tended to be university-based, although their format was exactly the same as the route proposed by the Commissioner. They included a summer orientation program, they included a fully-paid position, usually \$1,000 below minimum, in a local school district, with the supervision provided by the local school district. Then, at the end of that year, they resulted in certification.

The existence of those programs served to recruit many people from liberal arts colleges into public school teaching. The fact is, they no longer exist, and we need to recreate that route. I would be in favor of internship programs under the sponsorship of the major universities in New Jersey. I would rather see Rutgers doing it than the State Department of Education. But, if Rutgers doesn't want to have an internship program of that sort that serves to translate those people into the profession quickly, then I think it is up to the State to come up with the initiative. I think the programs have been successful in the past.

My other comment about internship programs is that I served as a high school principal in Pennsylvania and in Connecticut. In both of those states there were programs similar to what has been proposed by Commissioner Cooperman. In Pennsylvania, every year I was there as principal of Springfield High School in Montgomery County, we hired an intern from the University of Pennsylvania. Every single intern we hired during that time turned out to be a successful teacher, and many we continued on the faculty. As a high school principal in New Canaan, Connecticut, and in Fairfield County, Connecticut, you could hire people who were not certified, but who agreed to work toward certification by taking courses during the year or during that summer. I regularly hired young people out of Wesleyan, Yale and other universities, and I had a great deal of success. In fact, some of the most outstanding teachers I have had the privilege of working with were people who came directly from liberal arts programs into the profession, and then achieved their certification along the way, as perhaps Professor Maher has, as I did, and as Mrs. Fulton did back in her early beginning. I think we should open up that opportunity for other people to enter the profession.

I think the colleges and universities should seize on the idea, and I think they should join together with the State Department to propose summer programs to prepare interns, seminars during the year to provide support for people in internship programs, and perhaps even work with local school districts to help provide the supervision, and use their expertise for that. Enough about the certification.

Let me just raise three issues. I don't have the answers to them, but I think the Legislature should take a look at them. One question that is not included in the Governor's blueprint, that should be, is legislation that would enable local school districts to develop retirement incentive plans. Legislation to that effect is common in other states. It is not possible in New Jersey. I think if we had legislation that would permit that in New Jersey, it would be a benefit to some of our older senior teachers who are close to retirement. It would be a benefit to the local school districts by helping them financially to shift the burden of salary schedules. I think it would also help by opening up positions if we can encourage people into the profession with higher salaries and alternative routes.

A second suggestion I have for the Legislature to consider, is one that has been presented in the past; I don't think it has ever made it out of any committee of the Legislature. I believe in it soundly, and that is, a revision in the tenure law for superintendents. I am not going to comment on tenure for teachers or even principals, but I think the place to start is to question whether the managers of our school districts ought to be placed on lifetime tenure. I believe we are the only State in the Union which does that. I think it is a mistake, and my argument would be that we would have better management of schools if we had something like a three or five-year renewable contract basis. I would operate under that system. I believe it would be to my advantage, because I think school boards would give their superintendents more leeway to do what needs to be done, if they felt they had the final say after the end of the contract, instead of if they felt they had to be stuck with them for life.

A third area I think the Senate Education Committee ought to look at is the question of regionalization of schools and services. Again, it is an old question; I understand that. I happen to be the Superintendent of Chatham Borough. Chatham Borough and Chatham Township are two neighboring communities, very small, and both maintain high quality school districts. Within a half a mile of each other, we are both maintaining 500-pupil senior high schools with comprehensive academic programs. It is absurd. The two school boards recommended to

their communities two years ago that the two districts be absolved and a new regional school district be formed. It would form a nice high school of about a thousand kids, which would be close to ideal, I think. It was voted up in one community; it was voted down in the other community. The problem with it was not with the idea and not with the commitment of the people. It was with the current law, which restricts how the budget must be allocated between two communities, constituent communities, which make up a regional school district. I don't want to get into that this morning, but I think that representatives of those two communities would welcome an opportunity to talk with our representatives in the Assembly, as well as the Education Committees in the Assembly and the Senate, to discuss alternative legislation that might make it more possible for small districts who wish to, to regionalize their educational programs, because I am in a district which would really honestly like to do that, but has run into some stumbling blocks in the form of State law.

Thank you. Are there any questions?

SENATOR FELDMAN: Thank you, Dr. Smith. Your comments were very enlightening. For an encore now, Director George Stang.

G E O R G E S T A N G: Thank you, Senator Feldman. I would like to thank you and Dr. Schorr for the opportunity to make this presentation. I would just like to preface my comments with a response to Dr. Smith back there. I am one of those teacher educators, and I would like to tell you that currently at Kean College we have a program, and I know William Patterson College has a similar program, as well as other State colleges, for people who have a degree and want to come back for either initial teacher certification or additional endorsements on their certificates. Right now at Kean College, there are six hundred people who have a degree, who are coming back for a certificate, or a second or third certificate. In fact, just yesterday, I was involved in a situation with a Harvard graduate in physics who is in this program. This fellow is halfway through his student teaching, and already he has been offered a contract by the school system in which he is teaching. Being a very flexible college, as Kean College is, we are negotiating to help that person to get into the regular flow, you know, as a professional. We will continue to supervise him until the end of the semester.

But, again, I would like to say we have programs that have not been advertised by Commissioner Cooperman. I don't even know if he knows they exist, because he really hasn't done his homework since he is so busy making all these changes in the Administrative Code. We have about 2,300 people in the State colleges alone who have a degree and are taking teacher training at the State colleges. Many of those people have come through the Ivy League colleges. So, this program is in existence to help the situation.

Commissioner Cooperman has stated that he doesn't know what good teaching is. He has done this at three public hearings at which I have been present. He says he doesn't know what beginning teachers need to know about the profession of education. He has made this statement repeatedly and it is cause for great concern, since the Commissioner is in charge of State certification, and he has been a district superintendent for some years in charge of the evaluation of teachers in his local district. Even more frightening is the fact that he was a teacher who came into the profession through an alternate route to certification.

The Commissioner proposes to employ a national panel of experts to tell him what good teachers do, and to spend taxpayers money in "reinventing the wheel."

New Jersey is blessed with twenty-three teacher training colleges and universities which have been training our teachers for as long as one hundred and twenty-five years. The professionals who are employed in the profession of teacher education know what makes good teachers and what beginning teachers need to know.

Not only do these professionals contribute to the research and literature of the profession nationally, but they are also bound to follow the dictates of our national associations for the accreditation of teacher preparation.

The standards of the National Association of State Directors of Teacher Education and Certification, called NASDTEC, give us the basic program curriculum principles and patterns to follow. Among these elements -- and this is what the Commissioner does not know -- are included: (a) the beginning teacher shall have completed a program that provides for the development of insights into child and adolescent

psychology: the teaching/learning process; the social interactive process of the classroom, school, and community; the methods and materials of instruction; and, the broader problems of the profession as they relate to society and the function of the school; (b) the program shall require study of research about teacher characteristics and behaviors as they affect the learner; (c) methods of teaching reading in the prospective teacher's area of specialization; (d) the study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment; and, (e) studies of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

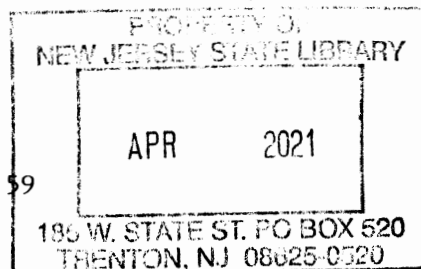
Commissioner Cooperman can hardly be expected to program all of this in his five-day orientation for untrained interns before they are placed in full-time teaching positions.

But, more than telling us what beginning teachers need to know about teaching, the standards also assure that the professors who teach the courses are updated and experienced with what is happening in the public schools, the curriculum is current with school practice, and that input and feedback is obtained systematically from practitioners in the schools.

The standards state that each teaching major or field of specialization must be constituted of course work chosen for its relevance to the public school curriculum.

In contrast to the Commissioner's charge that the college programs have lost touch with the reality of the public schools, our national accreditation standards require us to have advisory groups which include representatives of elementary and secondary schools. Follow-up studies are required regularly with public school personnel.

Both surveys and meetings are conducted for the purpose of verifying that the competencies we require to be developed and evaluated in student teaching are valid as being necessary for the beginning teacher, and verifying that they have been included in the required course work prior to student teaching. Each student teacher and cooperating teacher from the public school completes a survey form



following student teaching on which each competency is rated in both areas.

In addition, meetings are conducted each year which include college faculty and public school teachers and administrators. The college program and field experience programs are discussed and the feedback is used to upgrade the program.

I have been in teacher training for only sixteen years. Prior to that I was with the public schools in teaching and administration. In almost every one of those years, I have been involved in progress and programs of evaluation. I want to tell you that NCATE and NASDTEC national accrediting associations evaluate teacher education programs every five years. It takes the college faculty two years to prepare for the evaluation. So, between NASDTEC, NCATE and Middle States, which is the third organization, our college faculties are involved in the evaluation of their programs almost every year, and almost every one of my sixteen years has been involved with the evaluation of programs. In addition to that, these standards change; the national standards are upgraded regularly. NCATE standards have changed three times over the last four years. They have been upgraded to bring all the programs into compliance with the practice that is going on in the public schools.

Now, in addition to that, I was personally involved with many other teacher educators in a four-year program sponsored by the New Jersey Legislature in 1969, called The Performance Evaluation Project. The State of New Jersey put up half a million dollars of taxpayers' money over four years, to enable classroom teachers and practitioners to develop the competencies for each field of certification that was in practice and necessary for classroom teachers. There were sixteen committees, one for each field of certification. Each committee consisted of classroom teachers, school board members, teacher educators, people from the organizations, the NJEA, etc. We met at least once a month for four years, spending all the taxpayers' money to develop performance evaluation competencies.

Would you believe that at the end of the four-year period, not a damn thing was done with the material which was developed? It is just unbelievable. Now, that started in 1969 and went to 1973. During

the past three years, I was involved, along with other teacher educators, with the Newman Commission, which studies the upgrading of standards for teacher preparation. Again, teacher educators worked together with the State Department of Education, the NJEA, etc. to upgrade and make more stringent the requirements in all teacher preparation programs. That included upping the entrance requirements. The maintenance of the cumulative average scores has to be 2.5. There are so many details. Involved in this upgrading process was a cutback in the number of methods courses offered in the teacher training programs. The methods courses were cut back in order to enable each college to require a liberal arts major, in addition to teacher preparation, for everyone who graduates from a teacher education program.

Now, this reminds me of the old story about the couple who was in the poultry shop, Mr. and Mrs. Jones. They were looking at a chicken, squeezing it and sniffing it. She passed it to him and he passed it back to her, and the butcher finally said, "Mr. and Mrs. Jones, could you pass a test like that?" I want to tell you that the test we go through in teacher preparation is just as rigid as the chicken test.

Although Commissioner Cooperman says he doesn't know what makes a good teacher, he proposes to take over the system of training teachers. He wants to spend taxpayers' money to hire consultants from outside the State to tell him what makes a good teacher, and to create an academy to train teachers. This will create a tremendous waste of taxpayers' money, and it will create an unnecessary duplication of resources and facilities. The State already contains some twenty-three teacher training colleges and universities staffed with expert professionals whose lifetime careers have been devoted to the training of teachers.

The Commissioner's plan could add an enormous staff to the State Department of Education. This staff will have to monitor training programs in over 2,000 school buildings throughout the State.

With regard to the heart of Commissioner Cooperman's proposal to place bright liberal arts graduates who are untrained in the classroom, it is implied that undergraduate students who come through

teacher education programs are not liberal arts graduates. To the contrary, all students who choose to teach in secondary, junior and senior high schools are and always have been liberal arts students. They major in their field of content specialty such as: math, social science, science, English or foreign language. These people then take some professional coursework, usually under thirty credits, and graduate as liberal arts majors. That is the way secondary teachers have always been trained, and they have always graduated as liberal arts majors.

In addition, the new State Minimum Standards adopted by the Departments of Education and Higher Education in 1982, require that all teacher education students have a liberal arts major field of thirty semester hours in addition to their professional education courses. This includes Elementary and Early Childhood majors. Therefore, all teacher ed graduates in the future under the new State Minimum Standards will have liberal arts majors.

Commissioner Cooperman is attempting to lower the standards by requiring that any person graduating need take only eighteen semester hours in the content field for which he or she will be certified. Our undergraduates now at all of the colleges are required to take thirty semester hours under the new 1982 standards.

Concerning alternate routes to help these unqualified geniuses to become certified, current certification regulations provide avenues for shortcuts.

The Commissioner says he has letters from people who have been teaching as many as fifteen years in private schools, who would have to leave their jobs to do student teaching to get certified. This is not true.

The current certification regulations provide that a person who has taught three years or more in public or private school does not have to do student teaching to obtain certification. Included in the materials I gave you, there is a copy of a page from the State Certification Regulations. In the State Certification Regulation Manual, on every page for every teaching certificate, it says that student teaching may be waived for anyone who has taught three years, and this applies to all those people mentioned by Commissioner

Cooperman who say they have taught fifteen years and cannot be certified.

The colleges also have a program called the, "In-service Supervised Seminar," which provides for the college to supervise the applicant on the job. The applicant is required to report to the college one evening a week for seminars which help in the training process. Although some colleges no longer offer this course, it can be reinstated at all colleges with no problem.

In fields of shortage, the alternative route of the emergency certificate has always served the State. There is no reason why this practice could not continue, with the provision that the teacher be required to take so many courses per year to develop his or her preparation. Courses could easily be taken in the evenings and, since the emergency teacher has a job teaching, he or she could be supervised there by the college by way of the "In-service Supervised Seminar Course."

Commissioner Cooperman's proposal calls for turning the responsibility of certification over to the school districts. He criticizes the varying standards of expectation by the State's twenty-three teacher training institutions; however, he will be dealing with the varying standards of over 2,000 schools in the State. Not only will standards deviate widely, but the appointment of interns by local districts will open the doors of political patronage. The Commissioner talks about housewives who are talented and just waiting to have the opportunity to teach. What building principal will have the strength to deny certification to a school board member's wife, cousin, son, or daughter, or the mayor's, or the superintendent's?

Now, this program and all the attention it is getting in the media, is going to stimulate a much higher level of teacher harassment in the classrooms of the State. I just heard of a case this past week in a large suburban district, where a school librarian was harassed by her principal because a board member's wife wanted the position in this particular school as the school librarian. What happens in this harassment process is not usually known about by people not within the profession, but the problem occurs because principals who are pressured

New Jersey State Library

can harass a teacher day in and day out, and cause that teacher to have all sorts of headaches. Eventually, the teacher asks for a transfer or for reassignment, but the person is very demoralized. I anticipate that Commissioner Cooperman's proposal is going to stimulate a lot of people who are not trained to exercise political pressure within school districts, and a lot more harassment of the classroom teacher is going to go on.

Regarding the quality of supervision for the proposed intern as compared to the student teacher's supervision and training, under the new 1982 State Minimum Standards, the college student teacher will be supervised at least eight times, once every other week. The student will also have the close supervision of the cooperating teacher almost every day of the full semester, which is approximately sixteen weeks. Student teachers are usually alone in the classroom approximately only two weeks at the end of the experience. So, for the other fourteen weeks, that person is with the cooperating teacher continuously, being supervised in the classroom. Under the Commissioner's plan, the untrained intern has full charge of the class from the beginning, with only five days of professional training. He or she is alone, except during the one or two hours when the principal or collegial teacher comes to visit. Most of the time, the intern will be alone with the class, and unsupervised.

The Commissioner's autocratic style in making radical changes from current practice at the speed of a tornado, completely unchecked and unmonitored, makes one wonder if any sense of structure and order will be left in the rubble of certification.

He has rapidly revised the Administrative Code sections pertaining to certification. They were presented at the last State School Board meeting. His changes not only affect the routes to alternative certification, but they make significant and major changes in the college undergraduate teacher education programs which have just been approved by the State Boards of Education and Higher Education in 1982.

His quick revision eliminates the requirement in the undergraduate teacher education programs for thirty semester hours of professional course work. He has just deleted from the new State

Minimum Standards for Teacher Preparation, the only reference to the requirement for teacher preparation courses.

His revision eliminates the function of the colleges to recommend certification for students who complete State approved teacher preparation programs and gives this role to 2,300 public schools.

His revision lessens the duties of the State Board of Examiners. His revision eliminates the provision that the four-year institutions grant no more than six semester hours of professional course work to students transferring from the two-year community colleges, thereby opening the door for the two-year colleges to offer teacher preparation programs. This is not just based upon speculation, but many of the two-year colleges offer an armload of teacher preparation courses now, under the guise of their being offered as teacher aide programs. But, there are very few teacher aides currently being hired in the State system. The two-year colleges do not have national accreditation for teacher preparation courses, so there is no monitoring of the type of training that goes on within those colleges. Generally, there are huge potential problems which the Commissioner is creating in his "change for the sake of changing approach."

Another problem he is creating is that people certified under his program will lose their reciprocity rights to work in other states because the program does not meet the standards of our national accrediting agencies.

The Commissioner has completely ignored consulting with the teacher preparation community. He has been using railroading tactics in his networking strategies, as illustrated in the attached document, which Edie Fulton referred to earlier, entitled, "Meeting of Citizen Support Network - Issue: Certification."

The Commissioner has not asked for input from anyone outside his Department. He is dictating his plan. Further evidence of his bandwagon approach is his planning of one public hearing in Trenton on November 16 for a three-hour period, and limiting speakers to just four minutes each.

The Commissioner's program goes to a ridiculously extreme form of "overkill." To resolve a shortage of math and science

teachers, he is attempting to eliminate the heart of teacher education for all fields of teaching. Certainly, requiring applicants to pass a knowledge test in the field of content is a good requirement. This requirement, however, is already in practice in the new State Minimum Standards; however, knowledge of content is but one of many areas of preparation necessary to be a successful teacher. The attached copy of Kean College's competency evaluation form is one example which shows that working knowledge of the basic content area of the major field, although number one, is just one of sixteen competencies required to successfully pass student teaching.

Now, this is my conclusion. With regard to the question of how talented a proposed intern is to teach in the classroom, despite his or her having passed an academic knowledge test, it is well to consider Robert Braun's lamentation that Albert Einstein would not have been certifiable to teach "K" to 12 in our public schools. It has been said that during Einstein's lifetime, only twelve people on earth understood his theory of relativity. Certainly, one of the prime requisites of a good teacher is to help a pupil to understand what is being taught at the child's level of understanding. Thank you.

SENATOR FELDMAN: Thank you.

MR. STANG: Thank you for bearing with me.

SENATOR FELDMAN: You're very thorough. I now recognize Dr. Naomi Steinberger, past President of the Tenafly Board of Education.

D R . N A O M I S T E I N B E R G E R: Senator Feldman, thank you for this opportunity. I know you want this fast now, as time is getting on. My first statement is on behalf of the Executive Committee of the Bergen County School Boards Association. This is an arm of NJSBA that meets regularly to consider the needs of the Bergen County school districts. Although we have not had time to discuss the proposals in detail, we did not want to let this opportunity go by without conveying our approval of the concept of an alternate route to certification. We look forward to hearing more about this proposal as the details are developed and, as local Board members, we would be glad to assist in that process. Now I would like to give you the message from the Tenafly Board of Education.

Again, we wish to express our support for the proposals outlined in the Blueprint for Reform. We wish to praise Governor Kean and Commissioner Saul Cooperman for their leadership and for their understanding of the problems faced by local boards. Like many others, we are determined to quell the "rising tide of mediocrity," but we believe a strong State initiative is also required. I will illustrate why by addressing three of the blueprint proposals.

First, the proposal for an alternate route to certification. In support of this proposal, I would like to tell you why we need it in Tenafly. In our district, we are proud of our reputation for excellence. We learned a few months ago that we have the highest SAT scores of all the public school districts described in a recent Educational Testing Service survey of New Jersey public schools, and that is exactly why you will be as shocked as we are at what is happening.

Three years ago, a teacher in our district wrote a letter to the Board. It was a routine letter of resignation, in which we found the following mistakes: four errors in English usage; one spelling error -- "schedule" was spelled "schedual;" several instances of poor choice of words; and, omission of a word that rendered one sentence meaningless.

After that, we requested the superintendent to set up a test to screen applicants for teaching jobs in academic areas to ensure that they were proficient in English. The superintendent established an essay test, and now, every time a teaching candidate is recommended for hiring, the Board is given a copy of the essay he has written. The problem had been solved, or so we thought.

Sometime later, we were asked to approve an elementary teacher whose essay, to our great dismay, showed that we were wrong. It was written in what the superintendent aptly called a "basal" style, one that only a young child would use. More serious, words were misused, there was a plural subject with a singular verb, "a lot" was spelled as one word and "throughout" was spelled as two. The writer wrote "contribute in," instead of "contribute to," and so on. If you look at Exhibit "A," there is a copy of this essay.

The sad part is not that the essay was unacceptable, but that we hired that teacher because she was the best candidate there was out there. She was a wonderful, enthusiastic young person, with a glowing record from her college. At the time, the superintendent wrote to her, "There was considerable concern among Board members about the quality of your writing sample. I informed the Board you are planning to enroll in a writing course in the fall term."

There have been other incidents, but I will relate only the most distressing one, which occurred when we searched for someone to head the English Department at our high school. He was far and away the most outstanding candidate ever recommended to us, from every point of view, but the essay he submitted was composed entirely of short declarative sentences beginning with the pronoun "I." In view of the key position he would occupy, the Board could not approve him.

How sorely neglected has been the education of these young teachers, and, if they become the teachers, the same thing will happen to the present generation of students. This is why we urge you to open the doors before it is too late, while that knowledge we need so badly is still out there to be found.

How about math and science? Years ago, when Tenafly advertised an opening for a chemistry teacher, they would only take someone who had a master's degree in that subject. It is ten years now since the last person with those credentials was hired. Among those recently taken on, two were majors in education. We find candidates with training in biology, but cannot find anyone with even a B.A. in physics or chemistry. Once, there was no one to take on some sections of chemistry, and one of the biology teachers had to run out and take some courses to be able to teach it. Most teachers are limited by their knowledge to teaching only the lower levels of their subjects. As a result, it is becoming difficult to schedule the last two years of science and math courses for students who want careers in science, medicine, engineering, and other technical fields.

About six years ago, we began to invest in recruitment. The principal would pack his bag, leave his high school, and travel the whole eastern seaboard from Boston to Atlanta, interviewing candidates on college campuses, giving half-hour interviews all day long, ten days

at a stretch -- in the hope of finding one or two promising young teachers, and this for a school located as we are in the New York metropolitan area.

I want to say that no one has more respect for the expertise of a classroom teacher than I have. I have tried it several times myself, and it is a humbling experience -- I can tell you -- to attempt to hold the attention of a lively group of young people. But I know too, from my own studies, and my field is chemistry, that it takes many years to acquire the mathematical, conceptual and experimental background that would enable one to teach high school science successfully. We cannot train science teachers quickly enough to be able to reach the students currently enrolled. Our only hope is to bring in people with that expertise who want to teach, and ask teachers and principals to share their knowledge with these people, so as to enable them to educate our students. True, they will have far to go to become expert teachers, but if they have the interest, and if they get the help, I think many of them will make it. And, by the way, I assume that will include education courses they will take. That is on the question of alternate certification and two other points.

On the question of merit pay, our district tried to set up such a plan (Exhibit "B" in this report). We felt the work of the classroom teacher is the most important job in a district, and yet, paradoxically, the only way for a teacher to advance is to move out of the classroom. Our superintendent conceived the idea of Distinguished Service Chairs. An outstanding teacher could be appointed to one, and this would be a yearly appointment. We hoped at most, to be able to recognize 5% of our teachers in this manner. Unfortunately, the State teachers' union said it would fight this concept all the way. So, we made an effort to get community groups to fund it -- without success, at least the first time around, but we would like to give it another try. It also occurred to us that recognition need not be a salary increase, but could be a chance to study somewhere. It could be funding for equipment or a project or something important to the recipient; it could be something honoring his achievement as a teacher. Our district would like very much to participate in the development of the "Master Teacher" concept presented in the blueprint.

On the third topic, the subject of higher pay for beginning teachers -- unable to attract or hold good math teachers, our Board set out to achieve higher beginning salaries by the only means open to us, that is, through collective bargaining. It was November of 1982, when we concluded agreement with our union on a dollar settlement, after a whole year of negotiations and much concomitant disruption of the educational process. To raise beginning salaries, however, took another six months, until April 1983, since our counterparts at the table did not agree with the idea. If it is sound policy to raise starting salaries, if students will go without the math instruction they need because we can't pay enough on our salary guide, we need another way to achieve this. The path of bargaining is slow; there is a high price to pay in disruption of the education of students; and, the outcome is always uncertain. Tenafly's starting salary is \$17,000 this year, up from \$15,000 the year before. The State must help the local districts with this problem.

In conclusion, the Tenafly Board welcomes the blueprint proposals and hopes they will find favor with the Legislature. There will be problems in fleshing them out, but we are confident they are not insurmountable. Once they are in final form, we would certainly exert every effort to implement them successfully in our district. Thank you.

SENATOR FELDMAN: Thank you, Dr. Steinberger. The history of Tenafly-- I now recognize Mrs. Kay Slattery, Caldwell/West Caldwell Board of Education.

K A Y S L A T T E R Y: Before I read my prepared comments, I would just like to say that when I came here today and saw the agenda, I felt somewhat intimidated by all of the professional people. However, as I listened, I no longer felt intimidated. I was very disillusioned with the sarcasm that came from some of our educators. I was very disappointed in the statement Edythe Fulton made that Dr. Cooperman has no respect for his profession. He is trying to help it. This is my personal feeling, but it bothers me to hear that, especially at that level.

We are all here today because we have an interest in public education and what that means to the future of our nation. The fact

that public education in our country today is indeed in a "crisis" seems to have been accepted by most people, not only by educators, but by noneducators like myself as well.

I have watched with growing enthusiasm the initiative taken by Governor Kean and Commissioner Cooperman in dealing with this crisis. The solutions they have proposed have been realistic, new and, in some cases, revolutionary. Certainly, some of the solutions need refinement, but I feel the important point to recognize now is the overall concept of needed reform. If these proposals are given a fair chance of survival, I believe many of the "finer points" can be worked out. What we cannot afford to do is sit back and "do nothing." It is time to take the blueprint proposed by Governor Kean and make it a reality.

More specifically, I would like to briefly address some of the broader areas of needed reform as pointed out by this blueprint. To me, as a lay person, one of the more glaring deficiencies is in the area of teacher salaries. It is hard to imagine a bright, young person willing to make the financial sacrifice that is often necessary to become a teacher, when he can earn a great deal more in almost any other area you could name. But, as a parent of three young children, I want bright people to teach in our schools. I do not want to settle for mediocrity for my children and their future. As a taxpayer, I, like everyone else here I'm sure, am taxed to the limit. However, I would say absolutely and without hesitation that I would gladly bear an increased tax burden if it would raise the level of teachers' salaries to the point of attracting the brightest and most competent people into the profession of teaching. It is not money spent, but money invested -- invested in the future of our children and our nation.

In attracting competent people into the field of education, one must consider the opening of new doors also. This, quite naturally, leads one to Dr. Cooperman's alternative route proposal for teacher certification. It is very important to recognize that the new alternative certification proposal is just what it says it is -- an alternative. It is not intended to replace or supercede the traditional college prep route to certification, but only to expand the options of teaching to many qualified people currently denied access to

the public school system. I wish I could express to you in words how strongly I feel the necessity for this alternative route to be given a fair chance to succeed. It was not dreamed up in a back room somewhere, but developed and proposed by knowledgeable professionals in the field of education. It will require earning a baccalaureate degree and passing a State competency exam in a subject area. The candidate for certification under the alternative route will also have to meet strict criteria in fulfilling a one-year supervised internship. This criteria will be developed by a panel of nationally recognized professionals and researchers in the field of education. In addition to developing criteria for training and evaluating these interns, the panel will also develop criteria for establishing what effective teaching actually is and exactly what the beginning teacher needs to know about his subject area in order to effectively teach. If given a fair chance, this new alternative route can open up options that can only benefit our children and their future.

As pointed out by the Governor, there are many other areas of reform needed. These include the development of a strict statewide disciplinary policy, as well as local policies to deal with the disruptive student. Certainly, reform has already begun in eliminating the word "minimum" from State testing and in its place adopting an "attitude" of excellence rather than mediocrity. Other areas include the establishment of an Academy for the Advancement of Teaching and Management which will be geared to helping teachers and managers improve. Also, the concept of the "Master Teacher" should not be overlooked. As stated earlier, many areas such as the master teacher, still need a great deal of detail worked out; however, I feel all these proposals deserve a chance to at least prove or disprove themselves before being cast aside.

In closing, I would like to draw an analogy. As the mother of young children, I have the responsibility to nurture not only their emotional, but also their physical well-being. In order to provide for their physical growth, I must go to the grocery store to buy the proper nourishment. What if I choose to say, "I better not drive to the store today. What if I have an accident, or what if the food I buy is contaminated or tampered with," and so on. Certainly, if I took this

approach frequently, my children would surely suffer. So it is with the education of our children. As leader of our State, Governor Kean has a responsibility to nurture their education. If he allows too many "What if's" along the way, surely our children will suffer. The blueprint presented to us gives us positive, active guidelines for the continued nurturing of our children's educational needs. Certainly, some adjustments in the proposals will need to be made, but isn't it worth the effort to strive for a goal that will benefit us all as individuals and as a nation -- the goal of excellence in education? Thank you.

SENATOR FELDMAN: Thank you very much, Mrs. Slattery. There is one additional speaker, and that is Marilyn Aarons, who came in and requested she be listed. Certainly, we agreed. Marilyn is well-known in Teaneck for her dedication to education.

M A R I L Y N A A R O N S: Thank you Matty. Our bottoms are sore, our ears are tired, and we are heavily attached to our watches. I am watching the body language out in the audience. So, I am going to be very brief and come back with a more formalized speech, because I did not know this hearing was going to be held until I read it in the newspaper last night.

To very briefly preface, one comment -- which nobody will like. I say it as a teacher of twenty-two years, as a union member, as a master teacher, so designated in my school district, and as a parent. When I look at this list of speakers, and the components of what it is that is required in education, there is one piece missing -- parents. You can't teach, you can't pass laws, you can't change anything in education, unless that vital part of the equation is taught, is nurtured and is part of the family. You must have that, so that no matter what Kean proposes, no matter what Cooperman proposes, if these hearings do not bring you that information you need from the very part that can implement this, then it will do no good at all.

Case in point. There are -- at least it is my understanding from listening to speakers since ten-thirty this morning -- essentially six areas to be addressed within the blueprint. But, before any of them can be addressed educationally, you have to look at what education is in New Jersey. I share an editorial with you from the Record, and I

share it with you as an anecdotal support for the concern, that no matter what laws are established, if you do not have a Governor and a Commissioner who enforce those laws and who will intervene when the laws are broken, then no matter what you pass, it will be to no avail.

It is fitting that today's hearing is in Bergenfield, because Bergenfield was given a court order to do something for a child, and the entire school district refused. There was an editorial written, and Saul Cooperman has never intervened to force the implementation of a Federal mandate and a court decision. Now, if that doesn't happen, and you have a judge's decision, then what in the name of heaven, no matter what the Legislature passes, can a school district do, can the good teachers in the district do, can the good parents in the district do, if we do not have leadership to take control and to implement the policies that are needed for teachers, for administrators, for teacher trainers, and that are multiply needed for children?

That is all I am going to say. I am extremely concerned, and I'm coming back better prepared. Please do what you can to make sure that that vital part of the equation comes to these hearings and brings you their information, as well as the professionals. Thank you.

SENATOR FELDMAN: Marilyn, just for information, our Committee, through Dr. Schorr, notified every educational group in our State, including the PTA's of the State.

MS. AARONS: I received no notification.

SENATOR FELDMAN: It is incumbent upon the State organization to funnel this down to all the auxiliaries throughout the State.

MS. AARONS: Do you see my point though? In looking at the list--

SENATOR FELDMAN: Yes, your point is made, but we just can't notify 611 school districts. The Boards of Education members who are here are also parents in their respective communities.

MS. AARONS: But, they are not functioning here as parents. They are functioning as board members.

SENATOR FELDMAN: But, the way they speak, I think they are. You can check with the PTA's. PTA's know who want to come to these hearings. They can--

MS. AARONS: I'm not sure that is true, but I am not going to engage in a debate. I just hope that somebody can get a bigger turnout of the parents.

SENATOR FELDMAN: I am just relaying to you the process we went through. I'm very pleased with the turnout, and I want to thank those who have participated. The Committee may or may not disagree with your views, but we are going to evaluate the testimony. Many of these new innovations can be put through by regulation, not by legislation, but I'm sure we will have input.

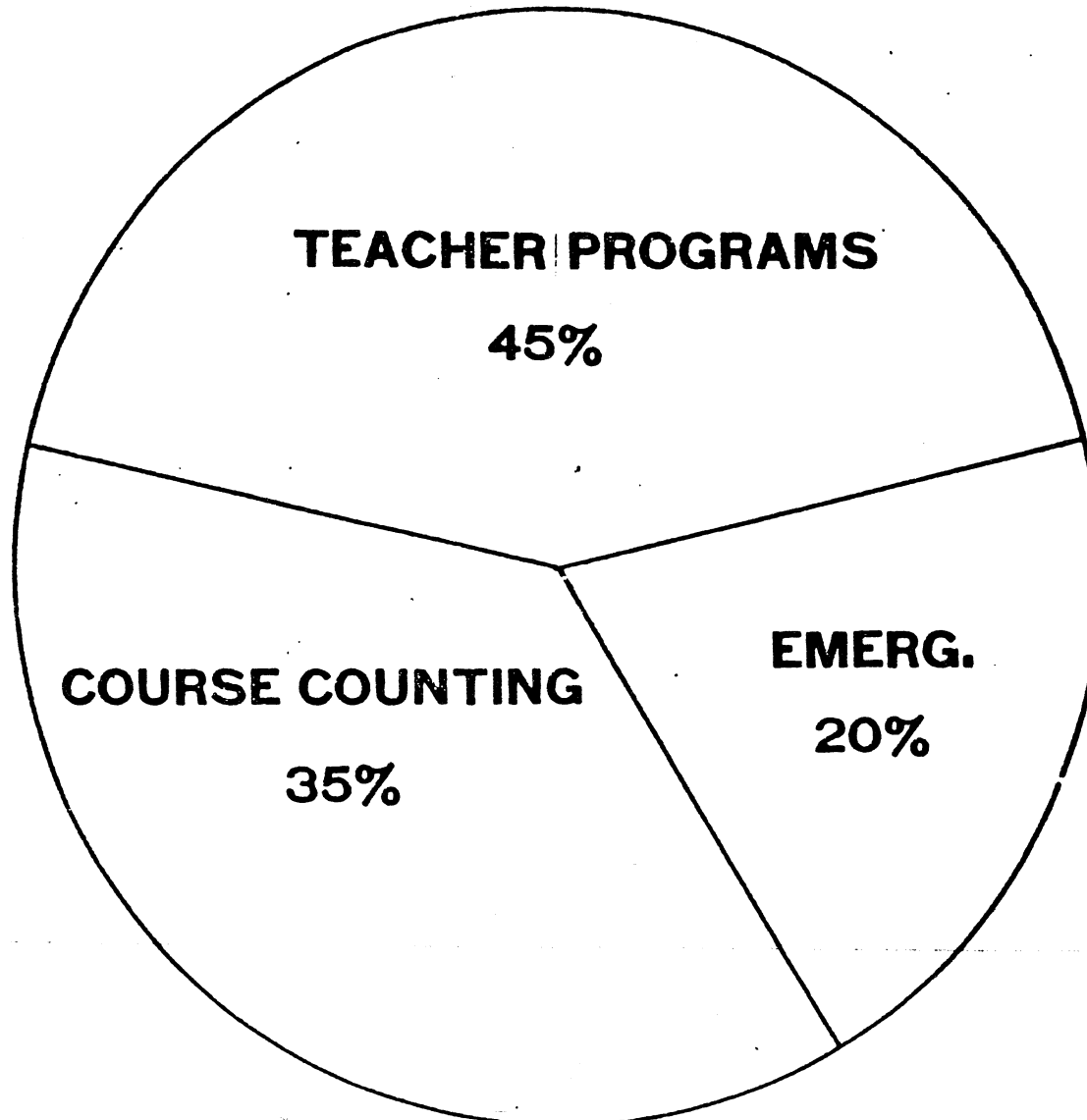
I want to particularly thank you for staying from ten o'clock this morning until one-forty this afternoon. I want to thank you, because that indeed manifests your fierce devotion and dedication to quality education in our State. Thank you very much and, when the transcript is ready, if you are interested in seeing a copy of it, we will make it available to any group in the State, or individuals who may wish to read it.

Thank you once again, and thank you, Bergenfield, for accommodating us today.

(HEARING CONCLUDED)

New Jersey State Library

CERTIFICATION ROUTES



2x

this component which enables school districts to compete for talented individuals and provides them with a means to train these persons. However, the overall effect of the internship on teacher quality may be less obvious than that of the other elements.

Therefore, this paper will analyze the current system for training teachers, outlining both its strengths and weaknesses. It will propose an alternative approach which builds on the strengths of what exists while addressing the weaknesses. This discussion will emphasize the ways in which new teachers acquire professional knowledge and teaching ability in the existing system and the ways in which this will be accomplished in the district internship.

I. PRESENT PRACTICE

A. Background

It has always been common practice in the education profession to hire on a provisional basis those who have not previously taught or studied education and to accept their actual teaching in lieu of formal training. The emergency certification procedures which have always existed in most states permit the hiring of such persons in fields of teacher shortage. In New Jersey last year, 1,726 emergency and provisionally certified persons were employed of whom 71 percent lacked complete preparation in the subject to be taught, 30 percent were deficient in professional study, and 20 percent had not had student teaching. The emergency certification route is not being advocated as desirable; in fact, its elimination is recommended strongly because it has come to be a door through which undereducated persons may pass. This system should be replaced. However its existence does illustrate the long term practice in New Jersey and in other states of hiring previously inexperienced teachers.

In addition, several other states now permit schools to employ those who possess liberal arts degrees but have no practice teaching experience. For example, the states of Maine, New Hampshire and Virginia all have regulations which encourage this practice. The approaches used by those states are not emergency measures. They actively seek the employment in all fields of previously "untrained" persons regardless of the availability of certified individuals.

Perhaps the most obvious and widespread example of the active hiring of so-called untrained persons is embodied in the parochial and private schools of New Jersey and the nation. Parochial dioceses indicate that they employ significant numbers of teachers who are uncertified. During recent years, the oversupply of certified teachers has led to an increase in the number of these persons hired by the parochial schools. However, many parochial school teachers attained certification after employment and were originally hired without having had any formal preparation.

Private schools show far higher rates of employment of uncertified teachers than do parochial schools. The dean of one prestigious

ATTACHMENT C

-- from N.J. Department of Education
 Division of Field Services
 Bureau of Teacher Certification
 June 30, 1983 & June 30, 1982
 Reports

SUMMARY OF CERTIFICATE ISSUANCES

	1980-81	1981-82	1982-83
Temporary	64	31	3
Intern	41	6	19
Emergency			
New	333	375	316
Renewal	306	399	309
Voc.-Tech.		290	259
Eng. 2nd Lang.		153	95
Bilingual		81	64
Elementary		25	23
Math		41	29
Science		24	26
Other fields		106	71
Admin.		0	1
Ed. Serv.		54	57
Total	639	774	625
Provisional			
New	486	565	340
Renewal	268	387	256
Voc.-Tech.		26	34
Eng. 2nd Lang.		268	124
Bilingual		216	144
Elementary		71	52
Math		44	33
Science		45	32
Other fields		131	93
Admin.		0	1
Ed. Serv.		150	83
Total	754	952	596
Subtotal	1,498	1,763	1,243
Regulars	15,820	15,613	15,549
GRAND TOTAL	17,318	17,376	16,792
% Emergency	3.69%	4.45%	3.72%
% Provisional	4.35%	5.48%	3.55%
Sci-Math		154	120
# Emerg./Prov.	1,393	1,726	1,221

Several proposals for certifying teachers in New Jersey are being debated. A-3974 (supported by NJEA) would mandate higher entry and exit standards in the schools of education. A proposal from Education Commissioner Saul Cooperman would let any liberal-arts major teach if he or she can pass a subject-matter test. Here is a comparison of these two proposals with the standards that exist now.

COMPARISON OF N.J. TEACHER CERTIFICATION PLANS

<u>Existing N.J. College Regulations</u>	<u>Cooperman "Alternative" Plan</u>	<u>NJEA-Backed Bill (A-3974)</u>
1. Bachelor's degree	1. Bachelor's degree	1. Bachelor's degree
2. 2.5 grade-point average	2. No grade-point requirement	2. 2.8 grade-point average
3. Subject-matter major plus professional studies	3. Subject-matter major only	3. Subject-matter major plus professional studies
4. Pass comprehensive exit exams in both academic major and in professional studies	4. Pass State's new subject-matter test only	4. Pass comprehensive exit exams in both academic major and in professional studies
5. Have earned the following credit hours in the academic major:	5. Have earned the following credit hours in the academic major:	5. Have earned the following credit hours in the academic major:
English 30*	English 18	English 30*
Math 30*	Math 18	Math 30*
Art 30	Art 18	Art 30
Science 30	Science 18	Science 30
Social Studies 30	Social Studies 18	Social Studies 30
Music 30	Music 18	Music 30
Business Ed 30*	Business Ed 18	Business Ed 30*
Foreign Lang 30*	Foreign Lang 18	Foreign Lang 30*
Handicapped 30	Handicapped 18	Handicapped 30
6. Demonstrated teaching competence by completion ("pass") of a half year of student teaching	6. 5 days of orientation followed by a year-long internship under the supervision of the employing district's administrator and a "collegial" teacher	6. Demonstrated teaching competence by successful completion ("B grade") of a half year of student teaching
7. No employment until fully licensed	7. Immediate employment, with full licensing after one year of "satisfactory" on-the-job work	7. No employment until fully licensed

* 24 credits required for endorsement in extra field after licensing in major field.

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CERTIFICATE: Instructional

ENDORSEMENT: Teacher of Elementary Education

AUTHORIZATION:

This endorsement authorizes the holder to serve as elementary school teacher in grades kindergarten through eight in all public schools. Teachers with elementary endorsements are not permitted to devote more than one half time to teaching art, music, health, home economics, industrial arts, or physical education in the elementary grades. Teachers with elementary endorsements are authorized to teach the common branch subjects such as reading, writing, arithmetic, and spelling in the secondary school, grades seven through twelve.

REQUIREMENTS:

- I. A bachelor's degree from an accredited or approved institution
- II. Successful completion of one of the following:
 - A. An approved program-- a college curriculum approved by the New Jersey State Department of Education as the basis for issuing this endorsement. (See listing of New Jersey colleges and universities offering approved programs.)

OR

- B. A program of college studies including:
 - 1. General Education
 - a. 45 semester-hour credits in the following areas. Starred (*) areas are required.

*English	*Mathematics	Psychology
Fine and practical arts	Music	*Science
Foreign language	Philosophy	*Social studies
 - 2. Specialization
 - a. 24 semester-hour credits in education including study in at least four of the following areas. Starred (*) areas are required.
 - 1.) *Methods of teaching each of the following:
 - a.) Creative arts
 - b.) *Health and physical education
 - c.) Language arts
 - d.) Mathematics
 - e.) Reading
 - f.) Science
 - g.) Social studies
 - 2.) *Educational psychology or equivalent
 - 3.) *Human and intercultural relations
 - 4.) Curriculum, foundations of education, student personnel services, field experiences
 - 5.) Electives
 - 3. Student Teaching
 - a. An approved student teaching program in addition to the specialization requirement.

or

Elementary Education (Cont.)

b. One of the following:

- 1.) Three years of acceptable teaching experience in a recognized school, *or*
- 2.) A regular, valid out-of-state certificate and official evidence of one year of successful teaching experience, *or*
- 3.) College-supervised classroom teaching under a substandard certificate approved by the New Jersey State Department of Education.

4. Reading

- a. 6 credits or 2 courses

NOTE: Endorsement on instructional certificate

- a. A teacher holding a regular New Jersey instructional certificate in another field, who presents methods of teaching in each of the following areas, will be eligible for an elementary endorsement:

- 1.) Creative arts
- 2.) Health and physical education
- 3.) Language arts
- 4.) Mathematics
- 5.) Reading
- 6.) Science
- 7.) Social studies

APPROVED PROGRAMS:

The following New Jersey colleges and universities offer approved teacher education programs for this endorsement:

Caldwell College: U
Centenary College for Women: U
College of St. Elizabeth: U
Fairleigh Dickinson University: U & ND
Felician College: U & ND
Georgian Court College: U & ND
Glassboro State College: U & G & ND
Jersey City State College: U & G & ND
Kean College of New Jersey: U & G & ND
Monmouth College: U & G
Northeastern Bible College: U
Rider College: U & ND
Rutgers - Camden College of Arts and Sciences: U & G
Rutgers College: U
Rutgers Graduate School of Education: G
Rutgers - Livingston College: U
Rutgers - Newark Campus: U
St. Peter's College: U & ND
Seton Hall University: U & G
Trenton State College: U & G
Upsala College: U & ND
William Paterson College of New Jersey: U & G & ND

U--Undergraduate G--Graduate ND--Non-degree

*required areas

Wednesday, September 28, 1983
and
Thursday, September 29, 1983

Meeting of Citizen Support Network

Issue: Certification

- Welcome and Certification
Proposal Presentation - Commissioner Cooperman
- Related Political Climate - Robert Swissler
- Network Process - Jeanne Oswald
- Questions and Discussion - Gus Ruh, Leo Klagholz

Packet Materials

- Agenda
- Charge to network members
- *Special charge to district administrators (blue)
- 2 bills/bill summary/list of committee members (yellow)
- legislative roster
- State Board of Education list
- Publicity primer
- Support arguments (green)

*included in administrator packets only

You are called upon you to be a key member of a special, statewide network formed to support the teacher certification proposal. Your influence and support as a local leader will play a major role in insuring that the proposal is accurately communicated and understood.

The charge to you, as a member of this group of key contact people is as follows:

1. Identify at least five individuals within your area whom you feel have an interest in improving public education. These individuals may be school administrators, teachers, local leaders, business representatives, parents, non-parent taxpayers, etc. However, they should be identified based on your feeling that they would be supportive of the certification proposal as one step to improving public education in New Jersey.
2. Contact each of these people, explain the details of the certification proposal to them, and determine if each person is interested in supporting the proposal as a member of a statewide citizen's network.
3. Explain to the supportive contacts you have established that specific action by network members will be communicated to them through you, their key contact person, during the next several months as the proposal is debated and considered for adoption.
4. Beginning immediately, the network members you have identified should be urged to:
 - A. Contact their state legislative representative for the purpose of expressing support for the Commissioner's proposal on certification.
 - B. Write or phone members of the Assembly Education Committees in opposition to A-3974 and A-3851 (see yellow sheet for names, addresses and brief description of bills).
 - C. Share the details of the proposal with friends, organizations, civic groups, and associations they belong to, and encourage others to contact their legislators or express support to members of the State Board of Education.
 - D. When legislators and other public officials in their area express support for the proposal, contact them and express agreement.

- L. When legislators and other public officials in their area express opposition to the proposal, contact them and express reasons for support.
 - F. Write letters to the editor for daily local newspapers (see press information included).
 - G. Write letters to the editor for local weekly newspapers.
 - H. Encourage supportive editorials in local papers.
5. Remind your network people that you will be contacting them as needed with additional action to take.
6. At 10:30 a.m. on October 3, 1983, a special joint public hearing will be held in the Assembly Chambers by the Assembly Education Committees. The hearing was scheduled to provide public input on two bills recently introduced to block the Commissioner's certification proposal (see attached bills and yellow sheet).

You are encouraged to attend these hearings and speak individually with legislators in support of the Commissioner's certification initiative and against these two bills. Those of you who wish to testify before the committee should phone the General Assembly at (609) 292-1646 to be scheduled for testimony.

Your contribution, and that of the network people you identify, will play a critical role in the improvement of public education in New Jersey.

KEAN COLLEGE TEACHING PERFORMANCE CENTER

Student Teaching Competency Evaluation
Instructions

I. TIMELINESS AND METHOD OF DISTRIBUTION

COOPERATING TEACHER

- A. Midway through the student teaching experience, the cooperating teacher should complete a Student Teaching Competency Evaluation Form. The content of the report should be discussed with the student teacher. A copy should be given to the student teacher, and the college supervisor should be given the remaining copies.
- B. During the penultimate week of student teaching, the Final Student Teaching Competency Evaluation Forms should be completed, discussed with the student teacher and college supervisor, and copies should be distributed in the same manner as described above.

COLLEGE SUPERVISOR

- A. Midway through the student teaching experience, the college supervisor should complete an evaluation form. A copy should be given to the student and cooperating teacher. Copies of the cooperating teacher's report should be collected and read, then delivered with the copy of the supervisor's report to the Teaching Performance Center.
- B. During the penultimate week of student teaching, the Final Evaluation Report should be completed, discussed with the cooperating teacher and student teacher, and distributed in the same manner as above.

II. RATING SCALE

- A. Scale – Utilizing the scale below, please circle the appropriate numerical value next to each competency:
- 5 Outstanding; 4 Above Average; 3 Competent; 2 Below Average;
1 Unsatisfactory; N No Evidence
- B. Scale Standards – A student teacher must receive a minimum achievement level of "competent" on all behaviors to pass student teaching and be recommended for certification.

The term "competent" for the purpose of this report means acceptable work performed by an average student teacher. The term should not be equated to a measure of in-service professional performance.

The use of the symbol "N" means that no evidence of a particular competency has been observed by the cooperating teacher or the college supervisor. The supervisor should confer with the cooperating teacher to determine whether competencies in question were met at times when the supervisor was not present. Should an "N" appear on the supervisor's final report, the student teacher may not pass student teaching.

KEAN COLLEGE TEACHING PERFORMANCE CENTER

Student Teaching Competency Evaluation

FOR NEW JERSEY TEACHER CERTIFICATION

COLLEGE SUPERVISOR'S

PLEASE WRITE HEAVILY TO RECORD THROUGH ALL COPIES

MID-EXPERIENCE REPORT _____ FINAL REPORT _____

Name of College Supervisor _____

Student _____ Curriculum Major _____

Building/School _____ School System/Agency _____ Subject/Grade _____

Name of Cooperating Teacher _____ Date _____

1.	Demonstrates a working knowledge of the basic content areas of his/her major field.	1	2	3	4	5	N
2.	Demonstrates ability in the basic skills of written and spoken English.	1	2	3	4	5	N
3.	Demonstrates knowledge of human development including the social, physical, emotional, intellectual, and aesthetic aspects.	1	2	3	4	5	N
4.	Demonstrates knowledge of learning theory.	1	2	3	4	5	N
5.	Demonstrates the ability to identify and prescribe solutions for specific teaching-learning problems.	1	2	3	4	5	N
6.	Demonstrates the ability to plan for instructional activities and write suitable lesson plans in advance of the lesson.	1	2	3	4	5	N
7.	Demonstrates a working knowledge of the tools of teaching such as instructional materials, audio-visual hard and soft ware, and print and non-print media.	1	2	3	4	5	N
8.	Demonstrates the ability to effectively manage a classroom.	1	2	3	4	5	N
9.	Demonstrates competence with a variety of teaching strategies and styles.	1	2	3	4	5	N
10.	Demonstrates the ability to communicate effectively with students.	1	2	3	4	5	N
11.	Demonstrates the ability to motivate learners.	1	2	3	4	5	N
12.	Demonstrates the ability to cooperate and develop rapport with others.	1	2	3	4	5	N
13.	Demonstrates a commitment to all assigned responsibilities and professional expectations.	1	2	3	4	5	N
14.	Demonstrates the ability to be self-analytic and to accept constructive criticism.	1	2	3	4	5	N
15.	Demonstrates a sensitivity to human and intercultural relations.	1	2	3	4	5	N
16.	Demonstrates the ability to assess learning outcomes.	1	2	3	4	5	N

COMMENTS:

(CIRCLE ONE ON FINAL REPORT ONLY)

MARK:

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Signature _____

COLLEGE SUPERVISOR

THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

EXHIBIT B

1785 MASSACHUSETTS AVENUE, N. W.
WASHINGTON, D. C. 20036

1/19/83
to
N. Steiner

March 2, 1981

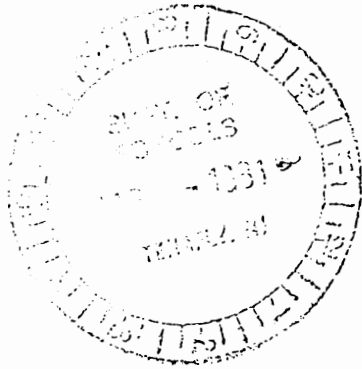
Dr. Harry Jaroslaw
Superintendent of Schools
Tenafly Public Schools
Tenafly, New Jersey 07670

Dear Dr. Jaroslaw:

Thanks for your enormously interesting letter proposing special recognition for distinguished teachers. While there are many details to be worked out I like the idea very much and clearly we must find some way to give added recognition to teachers in the public schools. I'd be very pleased to hear from you as your ideas take shape.

Warm regards,

Ernest E. Boyer
President





OFFICE OF SUPERINTENDENT

Tenafly Public Schools

TENAFLY, NEW JERSEY 07670

February 11, 1981

Dr. Ernest L. Boyer, President
Carnegie Foundation for the Advancement of Teaching
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Dear Dr. Boyer:

For several years, I have been struggling, conceptually and operationally, with the idea of establishing some kind of career ladder for teaching in a public school setting.

As you no doubt are aware, in the vast majority of our 16,000 public school districts, a teacher is a teacher -- regardless of capability, background, performance, or any other factor which might recognize the individuality of the teaching act. In our society, reward is often of a material nature. For many teachers, the only way to remain in public education is to enter other than classroom positions. For many reasons no doubt all too familiar to you, merit-type plans have not been accepted by administrations, teacher associations, boards of education, etc. Yet there must be a way to recognize teachers who perform with distinction.

I have been seriously considering the idea of establishing a chair for outstanding teachers somewhat analogous to an endowed chair in higher education. While I do not pretend for a moment that we could receive the kind of funding that a university might get for a lifetime endowment, I am considering asking local civic organizations and similar groups to support such a chair. These chairs would be placed outside the teachers' contract with the board of education, not subject to the inherent constraints often found in these contracts.

I recognize that there would be difficulties often associated with any kind of change -- establishing a selection process, term of appointment to a chair, and whether public funds could be combined with private funds for this purpose. However, I believe it is critical at this time to highlight outstanding teaching in public schools. It is a profession that has had much doubt cast upon its ability to perform, and unlike most other professions, it is difficult to reward those who deserve recognition.

May I ask you to share your thinking with me as to whether this attempt at departure from the public school norm would justify the time and effort, and perhaps potential impact, that it could involve. I shall appreciate any consideration you can give this letter.

Yours sincerely,

Harry Jaroslaw
Superintendent of Schools

hj/kl

Testimony to New Jersey Senate Education Committee

October 21, 1983

RESPONSE TO PROPOSAL FOR ALTERNATIVE MEANS TO TEACHER CERTIFICATION

Department of Science and Humanities
Graduate School of Education, Rutgers University

The current debate over the quality of schools and teachers has generated a concern about teacher education and some alarm at a potential crisis in the staffing of schools with highly qualified personnel.

Much of the concern and alarm is justified. Students need and deserve the best teachers available, but a variety of social and school conditions have made teaching less desirable than many other professions. Poor salaries, low prestige, increasing numbers of non-teaching duties, and the lack of meaningful opportunities for professional advancement within a teaching career all deter many talented individuals from a career in teaching. Meanwhile, opportunities outside of schools--in science, business, and other occupations--attract those who would make excellent teachers; indeed, they often attract those who have been fine teachers. This flow of high quality people to other careers is a major loss both to the profession and to the children of New Jersey. We commend Governor Kean for his leadership in addressing some of these matters, more particularly, his call for dramatic increases in teacher salaries.

Much of the concern about teacher quality is, however, inaccurate, misleading, and demeaning to the very teachers who have made the necessary sacrifices to remain in classrooms during the period when society seemed unconcerned. Moreover, some of the very recent alarm about schools, having reached national political forums, has spawned well-meaning but simplistic answers to long-term complicated issues. We think that the new proposal for an alternative route to teacher certification as submitted to the New Jersey State Board of Education (Fall, 1983) suffers from this condition. That proposal was developed without the broad critical study necessary for thoughtful policy; it undercuts the operation of newly enacted teacher certification regulations without appropriate rationale or testing; and it is actually less rigorous in the preparation expected of beginning teachers than either the old regulations or the newly enacted ones.

The newly enacted teacher certification regulations, resulting from long and intensive development under the Newman Commission, move New Jersey in the right direction. They require a college degree with a liberal arts major and they raise the grade point average needed for certification. They also require appropriate work in professional study, including knowledge of education, children and teaching, as well as supervised practice in schools. We think that parents and children deserve nothing less. These new regulations were carefully constructed; they are rigorous; and they should be given the chance to be tested.

While we support these new regulations, we recognize that there needs to be consideration of even further strengthening of teacher education and certification as resources and conditions permit. Thus, we propose for future development a five-year teacher certification program, with provisional certification available after successful completion of a bachelor's degree, but a fifth year of work required for permanent certification. This proposal is consistent with new

certification requirements in other leading states and with the expressed views of Higher Education Chancellor Hollander.

OUR PROPOSAL FOR FURTHER STRENGTHENING TEACHER CERTIFICATION

A five-year program for permanent certification, with opportunity for students to become provisionally certified after four years, but a fifth year required within the first five years of employment as a teacher.

For provisional certification (valid for up to five years)

Undergraduate degree; higher grade average than the minimum required at that college; broad liberal study with liberal arts major; and an approved collegiate program of pre-professional education including supervised field experience in schools. For secondary teachers, a major in subject to be taught.

For permanent certification (completed within first 5 years teaching)

1. Satisfactory performance as a teacher.
2. Advanced work at an accredited higher education institution equivalent to one year's academic study in subject field and education.

This proposal is offered for consideration following a systematic evaluation of the certification regulations which have just gone into effect. It reflects our conviction that teacher education needs to become more demanding, rather than less demanding if we are to have well-prepared, high quality teachers. The quality of a profession is not upgraded by relaxing professional preparation.

Teacher education and certification are but parts of the problem. Improvements in the professional life of teachers, including economic and working conditions, are also necessary to provide career patterns which retain the kinds of talented people we all would like to keep in New Jersey classrooms. These career patterns must incorporate more than a competitive initial salary; they should provide for recognition of long term development of teachers without those teachers having to seek administrative positions or out-of-school employment; and they should also include professional status within the school which permits teachers to devote their energies more fully to improvements in the process of teaching and diminishes the teacher's responsibilities for the large number of non-teaching duties in schools.

As educators we seek continued improvement in education, and as teacher educators we have a commitment to increasing the quality of teachers for the schools of New Jersey.