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PUBLIC HEARING

before

ASSEMBLY EDUCATION COMMITTEE

and

ASSEMBLY HIGHER EDUCATION AND REGULATED PROFESSIONS COMMITTEE

on

ASSEMBLY, NO. 3851 and ASSEMBLY, NO. 3974

Held:
October 3, 1983
Assembly Chamber
State House
Trenton, New Jersey

MEMBERS OF COMMITTEES PRESENT:

ASSEMBLY EDUCATION COMMITTEE:

Assemblywoman Mildred Barry Garvin, Chairwoman
Assemblyman Gerard S. Naples, Vice Chairman
Assemblyman Joseph V. Doria, Jr.
Assemblyman Joseph A. Palaia
Assemblyman John A. Rocco

New Jersey State Library

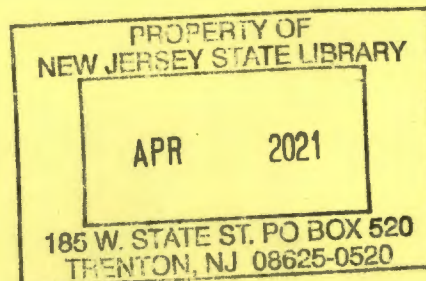
ASSEMBLY HIGHER EDUCATION AND REGULATED PROFESSIONS COMMITTEE:

Assemblyman Joseph V. Doria, Jr., Chairman
Assemblywoman Mildred Barry Garvin, Vice Chairman
Assemblyman Joseph L. Bocchini, Jr.
Assemblyman John A. Rocco
Assemblyman Warren H. Wolf

ALSO PRESENT:

John A. White, Research Associate
Office of Legislative Services
Aide, Assembly Education Committee

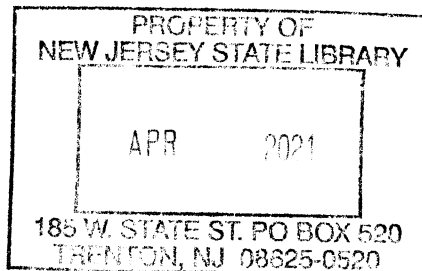
Kathleen Fazzari, Research Associate
Office of Legislative Services
Aide, Assembly Higher Education and
Regulated Professions Committee



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ASSEMBLY, No. 3851

STATE OF NEW JERSEY

INTRODUCED SEPTEMBER 15, 1983

By Assemblywoman GARVIN and Assemblyman ROCCO

AN ACT creating a commission to study recommendations of the
several national commissions and task forces on education, and
making an appropriation.

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

1 1. The Legislature finds and declares that:

2 a. We take justifiable pride in what our schools have historically
3 accomplished and contributed to New Jersey and the well-being
4 of its people;

5 b. Several national reports on education recently have proposed
6 that certain changes be instituted in the public schools; and

7 c. It is incumbent upon the Legislature to ensure that New Jersey
8 is ever vigilant in identifying alternatives to enhance the educa-
9 tion of its citizens and to strengthen the public school system.

1 2. There is created a commission to consist of 35 members, all
2 of whom shall be citizens and residents of this State, two to be
3 appointed from the membership of the Senate by the President
4 thereof, no more than one of whom shall be of the same political
5 party; two to be appointed from the membership of the General
6 Assembly by the Speaker thereof, no more than one of whom shall
7 be of the same political party; the members of the Senate and
8 Assembly Education Committees; the Commissioner of Education,
9 ex officio, or his designee; the State Treasurer, ex officio, or his
10 designee; the President of the New Jersey Education Association;
11 the President of the New Jersey Principals and Supervisors As-
12 sociation; the President of the New Jersey Association of School

13 Administrators; the President of the League of Women Voters of
 14 New Jersey; the Executive Director of the New Jersey Taxpayers
 15 Association; and the President of the New Jersey Association of
 16 School Business Officials.

17 The remaining members of the commission shall be appointed
 18 by the Governor with the advice and consent of the Senate, pro-
 19 vided that there shall be equal political representation of member-
 20 ship, and shall include two school superintendents; two secondary
 21 school teachers; two elementary school teachers; two academicians
 22 whose expertise is in the field of education; two members of local
 23 boards of education and three members of the general public.

24 The members shall serve without compensation, but shall be re-
 25 imbursed for necessary expenses incurred in the performance of
 26 their duties, subject to the availability of funds.

1 3. The commission shall organize as soon as may be practicable
 2 following the appointment of its members and shall elect a chair-
 3 man from among its members and a secretary, who need not be
 4 a member of the commission.

1 4. The commission shall conduct a comprehensive study and
 2 examination of the concerns and recommendations of the several
 3 national commissions and task forces on education giving special
 4 attention to the preparation, training and retention of quality
 5 teachers and other recommendations that may enhance or expand
 6 the State's goal of maintaining a thorough and efficient system of
 7 public schools.

1 5. The commission shall be entitled to call to its assistance and
 2 avail itself of the services of employees of any State, county or
 3 municipal department, board, bureau, commission or agency as it
 4 may require and as may be available to it for these purposes, and
 5 to employ stenographic and clerical assistants and incur traveling
 6 and other miscellaneous expenses as it may deem necessary, in
 7 order to perform its duties and as may be within the limits of funds
 8 appropriated or otherwise made available to it for these purposes.

1 6. The commission may meet and hold hearings at any place as
 2 it shall designate during the sessions or recesses of the Legislature
 3 and shall report its findings and recommendations to the Legisla-
 4 ture on or before January 1, 1985, accompanying the same with
 5 any legislative bills which it may desire to recommend for adoption
 6 by the Legislature.

1 7. There is appropriated \$75,000.00 to the commission in order
 2 to effectuate the purposes of this act.

1 8. This act shall take effect immediately.

STATEMENT

This bill creates a commission to study the recommendations and concerns of the various national commissions and task forces that have made recommendations to improve the schools.

ASSEMBLY, No. 3974

STATE OF NEW JERSEY

INTRODUCED SEPTEMBER 15, 1983

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

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

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

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

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

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

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

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

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

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

1 3. Beginning on January 1, 1984, no individual shall be per-
2 mitted to teach in a New Jersey public school unless that individual
3 holds, as a minimum, a bachelor's degree from an accredited four
4 year institution of higher education. In the event that it can be
5 demonstrated by the chief school administrator of the employing
6 district that no such individual is available, the Commissioner of
7 Education may issue a temporary certificate; however, that cer-
8 tificate shall be valid only so long as the individual is enrolled and
9 is in good standing in a degree granting program and is making
10 reasonable progress toward the bachelor's degree.

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

1 5. This act shall take effect immediately.

STATEMENT

The purpose of this bill is to ensure that programs in New Jersey colleges for the preparation of teachers meet rigorous standards and that individuals entering the teaching profession are of the highest quality.

Under this bill, an individual will be required to maintain a B-(2.8) average and to pass a nationally normed standardized test in professional education and in a subject area in order to be

certified to teach in New Jersey. It also requires all approved programs to demonstrate that they reflect the latest research in effective teaching and effective schools.

In addition the bill directs the Commissioner of Education and the Chancellor of Higher Education to implement the reforms adopted on August 16, 1982 and to report to the legislative committees of Education and Higher Education on the status of these reforms.

Essentially, as of September 1, 1983 no individual can be admitted to a teacher preparation program unless they (1) demonstrate proficiency in basic skills, (2) have a 2.5 average and (3) demonstrate aptitude for teaching through a supervised field experience. In order to be certified an individual must (1) maintain a C+ average, (2) complete an academic major and (3) demonstrate competency through successful student teaching.

These regulations, based upon years of study, were promulgated in August 1982, when they were heralded as major reforms of teacher education programs. Although effective on September 1, 1983 they have yet to be fully or effectively implemented.

The implementation of the State Board standards, and the more rigorous requirements contained in this bill will effectively insure that the future teachers of our children meet the standards of excellence which we all desire.

ASSEMBLYWOMAN MILDRED BARRY GARVIN (Chairwoman, Assembly Education Committee): I would like to ask everyone to take their seats. We have had a request from both the Commissioner's Office and the Governor's Office, and Cary Edwards wants to address the Committee. Therefore, we are waiting momentarily for him to arrive.

ASSEMBLYMAN JOSEPH V. DORIA, JR. (Chairman, Assembly Higher Education and Regulated Professions Committee): Before we begin testimony, maybe we should lay down some ground rules that both Mildred and I have worked out with the members of the Committee. Since there are so many individuals who wish to testify, we would like everyone to limit his testimony to five minutes. We will time you, and at the end of five minutes, we will tell you that you have a minute to sum up your comments, and there will be questions from the Committee. Five minutes will be the maximum time given to any of the individuals who will be testifying, because we have over forty people who have indicated that they want to testify.

Secondly, we ask everyone to limit his comments to the two bills that are being discussed today. We are basically here to discuss the two bills which were introduced by myself and Assemblywoman Garvin. We are not here to discuss any other general questions. We do not want any extraneous matters being brought into today's public hearing.

We will try to get to everyone as quickly as possible. Unfortunately, not everyone will be able to testify this morning because there is not enough time, so we will get to you as soon as we can. We have before us a list of speakers, and we will try to follow that list as much as possible except for some changes that will unavoidably have to be made because of scheduling, or in this instance, the Governor's Counsel asking to testify. He will testify first.

Mrs. Garvin and I will testify at the beginning just to clarify exactly what the intent of the bills are. That is extremely important also.

We had planned to start the hearing at 10:30 A.M., but neither the Commissioner nor the Governor's Counsel is here. I would hate to have to make everyone wait for either one of them. Unfortunately, one of the things we always emphasize is punctuality,

but punctuality is not occurring in this instance. So, we will send someone to find out when both of them will be here because we hate to make people wait.

I'll begin by testifying on my bill. We'll then move on to the other speakers. I'm going to be very brief, but I just want to begin by emphasizing that this morning's public hearing is taking place to allow credent discussion concerning two bills that we feel are very important to the future of education in the State of New Jersey. No one in the State of New Jersey questions the need for high standards. No one in the State of New Jersey questions the need that there is improvement necessary in the quality of education being provided to our young people in the State of New Jersey. Everyone feels that a change of some sort is necessary. However, the question that arises is, what should the change be? The question that arises is, how can we implement this change without having a negative impact on the students who are trained in our schools?

We have before us two bills today: One concerns the creation of a commission to study what changes might be necessary which would representatives from all segments of the State and all segments of the educational community. Unfortunately, we feel that before proposals are presented, there should be input from all sectors that are affected, including parents, teachers, administrators, businessmen, political leaders, representatives from the various teacher's unions -- everyone who is involved in the process and who is affected by the process.

The second bill, which is my bill, specifically deals with the regulations which were implemented this past September. These regulations were meant to be more stringent than those regulations that were previously in effect. I do not particularly agree with all the regulations as they were originally presented, but after a great deal of discussion and some change, these regulations were eventually made into rules that the colleges in the State of New Jersey were to follow to provide certification to students interested in education.

My problem is that these regulations have just taken effect. No one knows what impact these will have on the quality of education or performance in the institutions of higher education. No one knows

whether these will help to improve the quality of education that is provided in our public schools. In fact, these regulations have not been effectively implemented yet because the Department of Education and the Department of Higher Education, as I understand it, and having spoken to various college professors, have not clearly explained exactly what these regulations provide.

My question is this: If we have difficulty in enforcing regulations among the colleges in the State of New Jersey, and there are a limited number of colleges -- twenty or thirty total -- that are involved in teacher education, how can we effectively enforce the proposed regulations being made by the Commissioner of Education in 2,400 schools where internship programs will be run? If the departments cannot do the job now in a very limited number of schools, how can they do it in an increasing number of schools -- schools where there is not the expertise to provide for teacher training?

I think that this is a very crucial question and a question that we must address ourselves to in this hearing this morning. The next would be the question of an alternative system of entering the teaching profession. The concept of an alternative is not necessarily a bad one; however, the concept of a blanket alternative offered to everyone in all areas at all times, without any emergencies existing, without any problems existing, to my mind, is a very questionable one. If we need alternatives in the areas of science and math -- let's say we need it in those areas -- then let's set up an alternative in those areas. Don't say, "The present system is no good. Let's scrap that system and create an alternative." Even though the Commissioner states that the present system would continue to exist, what would be the motivation for any college student to take education courses and pursue a career in education if they could take any other program, leave college, find out if they can get a job, and if they are not successful in getting a job in another area, they can come back and be a teacher? That is what you are allowing to take place under the present proposed alternative system.

The other element that I think is unique to the proposal made in the bill that I sponsored, together with fifty-eight cosponsors, is the question of emergency certificates. If we want to tighten up the

system, let's tighten up the system where it counts -- in the area of emergency certificates. Let's only issue those certificates where there is need, and let's also demand that those individuals who obtain emergency certificates be required to (inaudible) their education and only maintain that emergency certificate as long as they continue their education. We have allowed individuals to obtain emergency certification for too long and not then demand that they go back and obtain the qualifications that everyone else in their field has. I think this is another very important element within the package that has been put together in the bill I've introduced.

The bill demands more stringent requirements than those which were implemented in September, but at the same time, it does not dismantle the teacher education system that presently exists in the State of New Jersey. That was proven to be successful, even though its critics claim that it has not done the job. I don't think any of us here would be able to read and write and express ourselves articulately if we did not have qualified teachers who taught us in the classroom when we went to school. Some of us did not go to school sixty years ago. So, I think the question is one of priority and one of looking at the present system and determining what really exists, instead of attempting to get additional P.R. and making the educational system of the State into a P.R. question rather than an educational question. We've had enough P.R.; we've had enough grant standing. Let's look at the system and try to come up with the best possible system for our schools.

They are my comments, and I would be happy to allow Mildred Garvin, who is Chairwoman of the Assembly Education Committee, to make her comments.

ASSEMBLYWOMAN GARVIN: Thank you. I just have a couple of comments on both of the bills. A-3851 is a bill that I introduced for the sole purpose of involving all the boundaries in the educational process in the State of New Jersey. It is based on all the national attention that education has received recently.

I am upset about the Executive recommendation of a commission to study public responsibility for the educational process. I consider the Executive assumed the Legislative process, and I think it is the

cooperation of the Legislative and Executive Branches that oftentimes will succeed in those issues, especially when they affect our boys and girls in the State.

I understand we omitted the New Jersey School Boards' Association, but that will be amended to include them. They represent a body of persons who I feel have been actively involved in this State in education, and it is the input of all of the experts who have been involved in education in this State -- that we need to review all of the legislation. The only thing I couldn't get this morning was the total dollar amount that has been spent on expert witnesses all over this country who deal with education. I would hope that the bill I proposed will include those of you in education, and we will build on the monies that have already been spent to research the issue.

I am also concerned that in the recommendations from the Executive Branch Commission, it does not in any way include people who are knowledgeable about the urban school problems. As an urbanized State, I think we fail in our responsibilities if we don't address the urban schools' problems as a major problem in the education field. Therefore, the Commission that this bill addresses would involve the kind of people and activists who I feel have been involved in the school system and will address not only the concerns of the suburbanites, but the concerns of the urban and rural schools in our State.

I have two comments regarding the other bill that you will be addressing, A-3974. As a cosponsor of that bill, I am concerned about four major issues, and they have to do with an overburden to our school administrators and the assumption that our school administrators can evaluate properly and supervise effectively. I have concerns about that. I think in all the reforms we have had from our administration in the State, we have omitted the role that administrators must play in any successful effort of reform in our school system. I think that by omitting those middle managers, there is no way that we can have the successful implementation of reform. To exclude them is a narrow rope at reform of education in this State.

I think we also must be aware that Chapter I, which is Title I-- In many of our schools, we are saying that 50% of the boys and

girls in a given classroom are Chapter I children. For those of you who know anything about Chapter I, there is no reform that this State can implement without dealing with Chapter I separate and apart, since it is a Federally funded program.

I think that the discipline that exists in our schools is serious. Any reform coming from the top down that refuses to recognize the burden that the classroom teacher has in dealing with those discipline problems or implementing any reform is a major problem that also must be addressed.

Therefore, I think the two bills before us today are so important for this State, and I, in no way, think it is usurping any power. I think those of us in power positions must work together so that we can effectively reform our school systems.

Thank you.

ASSEMBLYMAN DORIA: Assemblyman Rocco has something to say.

ASSEMBLYMAN ROCCO: Yes, I just have a few comments before we start. My comments will be intertwined with regard to the two bills.

First, the bill dealing with the statewide committee that Mrs. Garvin and I have put in together is what should have been done before anything occurred either at the Commissioner's level or at any other level. In California, Tennessee, and Florida, they made major changes and it involved a broad-based group of professionals and nonprofessionals, legislators, and administrators. They came up with something that was workable and viable and effective. It wasn't something from above; it wasn't a Commissioner coming down heavy-handedly upon the districts in this State. It was worked out broad-based -- a great deal of input before any kinds of decisions were reached.

The second bill on the regulations which were passed and went into effect on September 1, which certainly have not had a chance to get rolling and to get moving-- To propose something on top of that, when the Commissioner last year supported these new regulations and pushed them through the State Board-- To have them now, a year later and say, "Well, you know, although they call for three years of field experience, now we don't really need any field experience. You just walk out, and anyone can teach." There is so much to be said with

regard to the Cooperman proposal and the bill before us today that it would take hours, and I will not bore you with it. But, after twenty-five years in the profession and giving my life to education, as others have done, I will not let the Commissioner of the State of New Jersey use teachers as a scapegoat in this State. I won't let it happen. I think others on this Committee feel the same way.

The regulations that are presently rolling, which are before the State Board, are condensed. They are moving through quickly and rapidly, and the Commissioner is not providing the public of this State an opportunity to hear all sides of this issue. They have to be heard, they should be heard. Public debates and public forums should be held before these regulations are pushed through the State Board. This is one of the ways in which we will get the best possible regulations for the State of New Jersey.

The bill also provides for exit examinations -- State provided -- and most of the major aspects that were in the original bill that was passed last year. This will put it into bill form, and it will provide, in my estimation, a stronger program in teacher training where you will need a 2.8 to get out of the program. In any other program, you only need a 2.0. You will need an "A" or a "B" in student teaching, and regardless of what anyone else tells you, student teaching is critical.

The on-the-job training proposed by the Commissioner of Education of this State, when you are dealing with children, is absurd. We're not dealing with an assembly line or pop-up toasters; we're dealing with children in the classroom. The person who is on the job has a class of children -- twenty-eight. Let's take twenty-eight first graders. They have to be taught. You can't do that with on-the-job training. You have to work with those children every single minute. There are a great number of interactions, and you can't be running to the teacher down the hall to find out what to do next. Children in the State will be damaged; it is dangerous and harmful to the children in the State. That is only part of what I have to say. By the time we finish, I'm sure I'll have a great deal more to say.

ASSEMBLYMAN DORIA: Assemblyman Palaia?

New Jersey State Library

ASSEMBLYMAN PALAIA: Thank you, Mr. Doria. Ladies and gentlemen, my name is Joe Palaia. I've been an educator for thirty-two years on the elementary level. I retired last year in September of 1982.

These issues that have come before us today, I think, are long overdue. I am not going to take the stance that my counterpart, Assemblyman John Rocco, has about what the Commissioner and the Governor have tried to do in the State of New Jersey. I personally feel that wherever it comes from, I think the change is needed. I don't mean change just for the sake of change. I feel that the Commissioner has every right to undertake any kind of study that is going to improve our school system.

When T&E was introduced, as it went through the seven or eight years that it was in the process of being utilized in the school system, there was much criticism involved with it, and rightly so. But, you know, there were some good parts to T&E, and I think we have kept some of those things. We should still maintain them. It is the same way with the two bills that are being introduced today, along with what the Commissioner and the Governor have proposed, and that is, politics is the art of compromise. I think that compromise is in order at this time. We have too much at stake with our students. I know what education is all about because I lived it for thirty-two years. I can only tell you that we must review the Commissioner's report, and we must have hearings on it. I don't think it has been put into cement and we have to worry that he is not going to make any changes, because I feel that he should. I do believe in some of those proposals that we bit off more than we could chew. I personally feel that some of the proposals would have been better off if we started on a nine to twelve or a seven to twelve level than try to do it on a kindergarten through twelve level.

I do believe that things such as disruptive students are very, very important in the overall operation of a school day in and day out. I think those kinds of things, along with beginning salaries for teachers -- although I think the \$18,500 has to be adjusted -- I do believe that if you are going to attract good people, you have to pay money to do it. I believe that I am coming into these hearings with an

open mind. I signed on both bills, and I did so because I want to see something done. I've signed on both bills, I've met with the Commissioner, and I have expressed my view to him. I think by doing that that somewhere along the line, we're going to come up with the change that is needed. So, I sit here with an open mind.

I'm anxious to hear what all of you people have to say, but I'll tell you right here and now: It is great to see so many people worried about education, because the very basis of our democracy is education, and if we neglect it, we are, in effect, neglecting democracy. I think that is one of the most hideous things we could ever do. So, I say to all of you people who are speaking here today, keep an open mind on what the Commissioner has proposed. By the way, I support him 100% because I don't want a Commissioner who is just a "yes" man. I want a Commissioner who is going to propose something. At least give us an opportunity to look at what he has to say.

I also agree with what Mrs. Garvin has to say with her bill and with what Joe Doria has to say with his bill. I think they deserve some merit and consideration.

Thank you very much.

ASSEMBLYMAN DORIA: Warren, do you want to say anything?

ASSEMBLYMAN WOLF: Sure. Good morning. As a practicing educator, and as an existing Deputy Superintendent of Schools in a very large district, I can appreciate the concerns that we all have here this morning. I can appreciate Dr. Cooperman's thoughts. After hearing our Governor, I wrote a letter to him and expressed my feelings as he desired and requested.

I am well aware that education throughout our State, in my eyes, is probably one of the highest priorities. I think it is incumbent upon all of us to make sure that we are providing the best public education for our children, as they come through this system but one time.

There is a lot of talk today, and many, many changes -- at least for me in the last thirty-four years -- whether we're talking about disruptive students today, whether we are talking about students who have lost their interest in school, whether we are talking about the gifted and talented youngsters who have yet to be challenged -- all

of the various programs -- whether it is an alternate school, whether it is a school within a school, whether it is working through out child-study teams -- because the teacher undoubtedly is the guidance person and the person who is most directly involved in the education of our children.

Our school board members who are elected by the public have to represent the populus of their own localities in order to provide the education for our children. We, as legislators, certainly want to work in cooperation with our Commissioner of Education who had a most tedious job to do. All of the people have a deep concern. The best way, if there is a perfect way, certainly should be developed and certainly should be looked at. If New Jersey is going to be the model for education -- if the future of not only our children, but children in the United States -- then children in the United States are going to take a look at what is happening. Certainly these bills and the Commissioner's thoughts and efforts should be heard.

I, for one, look forward to hearing what you have to say about the practicality of these bills, of things that are actually alive. Theory is excellent, but practicality is important. To me, there is a difference between an instructor and a teacher. For those of us in the business, and there are many thousands in the business, to deal with today's children, to understand today's children, to understand the complex society of today in educating all of our children in all areas, is not an easy task. I think we have to look at the programs and the policies and the thoughts behind everything that is currently taking place, and modify and change and do what is best.

Emergency certificates are nothing new. We've had shortages before -- whether it is in the math/science high-technolgy areas -- and times have changed -- whether it is the modern math of fifteen years ago of the Sputnik development, times have changed and times will always change. We, in education, must stay with the times. It is our responsibility to provide proper education for all of our children.

I appreciate the opportunity to listen to all of the testimony today. Thank you so much.

ASSEMBLYMAN DORIA: At this point, I will just reiterate what I said earlier for those people who weren't here earlier; that is, we

are here to discuss the two bills before us. We ask everyone to limit their comments to those two bills because we have over forty speakers.

At this point, I would like to introduce the Counsel to the Governor, one of our former Assemblymen and colleagues, Cary Edwards.

W. C A R Y E D W A R D S: Thank you, Mr. Chairman and Madam Chairwoman. It is my pleasure to be here today to, I guess, kick off what I think will be probably one of the more informative public debates on some of the more significant issues facing legislation in the field of education that we have seen in the last few decades.

As you all know, and I think the Governor pointed it out in his September 6 address, we are probably at a crossroads in education, not just in New Jersey, but in the country. In order to resolve the problems that education has created, it is going to require the combined efforts of the Executive and Legislative Branches, the school districts, the counties, and everyone involved in the field of education.

When the Governor appeared on September 6, he did something very unusual. I don't recall it in my tenure in the Legislature, nor in my years over the last decade in marching the legislative activities, where the Governor came before a Legislature on a specific topic of this nature and made the kinds of recommendations that he did. His motivation behind doing that was to do exactly what you are here to do today. It was to bring the Executive and Legislative branches together in the debate and the discussions on the issues facing education in the future, because of the importance of that issue.

I would like to add that knowing the individuals on this Committee -- I've served with most of you or I know you personally -- your personal dedication to dealing with this issue, and your bipartisan attitudes that I have recognized over the last year and one-half have been exemplary, and I commend you for that. I urge you to look at these issues very carefully and very extensively over the next few months as this hearing continues, as I'm sure it will, and as the problems that we have to address continue.

I would urge some caution. In dealing with the first bill on your agenda, which at least on my list is A-3974, we're dealing with

one of the components of the Governor's Address on September 6. We wanted this Committee to meet, and we wanted this Committee to listen to the pros and cons and the debate on the State Board of Education's consideration of the issue of certification. The caution I would like to suggest is, one, to wait and let the process on both ends -- both the Legislative process as the hearings continue, so that the Legislature, through this Committee, has the full information, knowledge and positions of the various affected groups, and also to wait as the State Board of Education continues its public hearings. As you know, in November and January, the State Board, who has not concurred in these particular recommendations at this point in time, will be pursuing the same course in a parallel manner. That is right and proper. It is your responsibility as elected officials of the State to do that, and it is statutorily the State Board of Education's responsibility to be doing exactly the same thing.

I doubt this debate will be resolved and the final conclusions or directions we will all take with reference to certification and the other issues that the Governor addressed on September 6 will not be resolved in the next month or two. It will be more like the next six to eight months. We hope you will deal with those kinds of issues expeditiously. We want you to be a participating member of the decision-making process. That is why the Governor came here on the sixth. He could have very quietly turned around and gone to the State Board and not involved the Legislature in that process, but we think the Legislature is a part of that process.

The State Board of Education has been granted the authority to deal with the issue of certification. I think it is very important that in your deliberations, you consider that grant of authority, and that we don't reverse what is a seventy-two year tradition in New Jersey of excellence in education through the establishment of our State Board of Education and the responsibilities that have been given to it. They have exercised with a great deal of care of attention that the Legislature does not get involved in the administration of education in New Jersey -- that it deal with the policy matters that it is responsible to deal with, and that it allows the Executive Branch and, in this case, the State Board of Education, to deal with the daily

administrative matters of running our school system. That has been a long and important tradition in New Jersey -- one that has been very successful.

A-3974 challenges that. I welcome that particular challenge, I think the Commissioner does, and I think the State Board does. That is properly your role. In doing so, please address the issue of the responsibility itself. Don't deal with the hot issue of just certification which is one of the many areas of responsibility delegated to the State Board of Education. If you are going to take up the issue of the role of the Legislature in that process on a daily process and the State Board of Education, then do that. Don't isolate it merely on the issue of certification where there may be some debate or disagreement as to its implementation.

I will not attempt today to address personally the merits of the issue of certification, nor the merits of the issue of the establishment of a commission. You have enough experts who will be testifying for you. I am not one of those experts. I do not claim to be an expert in educational administration, nor do I profess to have the answers.

I would caution and I would mention that the Governor finds education, and always has in his entire career in public service, to be one of his pet projects, I guess. He is an educator by education himself. His primary interest as a legislator was in the field of education. He has not pulled back one inch from his personal involvement in the field of education. Again, I think that is part of the reason for his speech before the Legislature on the sixth.

As you also know, he is a member of a number of national governor's committees which deal with the issue of the future of education in the country, not just in the State of New Jersey. Through that involvement, he is able to, and will continue to be able to bring back to New Jersey some of the solutions to the problems that are found nationally that will be able to be used in other states. He probably would make a far better witness with reference to the merits of this issue than I will.

The second issue on your agenda is the Commission Bill. I obviously urge you to study -- whether it is through a legislatively

enacted commission, whether it is through a legislative commission, whether it is through the Committee process -- the many national reports and the focus that education has received over the last year and one-half -- a focus that is probably long overdue. We probably would not have the problems that we have today had we taken a look at that six, seven or eight years ago. The signs were there then, but nationally, I don't think we recognized them. So, I would urge you to do that.

The Governor and I have not reviewed your piece of legislation. We may have some disagreements with the technical aspects of that particular bill. I question -- and we haven't resolved whether or not the Commissioner and the Treasurer should be part of that particular commission -- or whether they should be witnesses who appear before it. If this is to be a Legislative Commission, I believe probably it should be dominated by legislators and the legislative philosophy, and the Executive Branch should be appearing before you. I will reserve technical prerogatives with reference to the bill. I would urge you to examine the make-up of that to be sure that it is broad-based and that you have thoroughly analyzed the input that will be coming into it.

I notice there that there is an appropriation with it. We haven't dealt with the issue of the availability of funds yet either, but I guarantee you that will get-- If you desire us to establish one, and you start moving it through the process, we'll give that immediate attention. I can't say that we would be holding back any funds that would be necessary or methods or resources necessary for you to do the study that I think you, as a Legislature, have to do.

On that note, again, I would commend you as legislators, as people who are, through my personal knowledge, dedicated to doing the right thing for the children of the State. You have the background and the experience. The make-up of this particular joint Committee is awesome in its background and its desire to do what is right.

If the Governor's Office or anyone in the Governor's Office can be of any assistance to you in that process, if you have any problems or need any additional information, we would be happy to supply it.

Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you, Mr. Edwards. You really did us a great honor by coming here this morning, and your testimony will be taken into consideration.

ASSEMBLYMAN DORIA: I just want to reiterate Mildred's comments. Thank you very much. We appreciate your comments, and we appreciate your offer of help.

MR. EDWARDS: Thank you.

ASSEMBLYWOMAN GARVIN: Mr. S. David Brandt, President, State Board of Education?

S. D A V I D B R A N D T: Good morning. Some years ago, I instructed people on how to speak, and I taught them two things: One was to find some common area of agreement when you begin to speak, and the other was to tell people very briefly what you were asking them to do.

The common area of agreement is that every single person in this room wants the same thing, and that is, a system that is going to provide a very good education for every single child.

Well-intentioned people are filling this room this morning. Every single person here wants the same thing. The basic problem is, how do you get to where you want to go? That is where disagreements occur, so let us not look at each other as having any differences of intent and desire. What is it that I would like you to do specifically? I would like you not to release the two bills that are before you. Let me explain the background.

The State Board of Education will formally receive a proposal from the Commissioner in a couple of days, and we will set up a process to review the proposal. So far, we have have two speeches -- one from the Governor, and one from the Commissioner, but we do not have code language before us at this point. We do not have implementation specifics with regard to the modification in the certification system.

Following the proposal by the Commissioner this month, the Board will have some discussion, and we will then begin a series of public hearings during November, December, and January. I have a established a Committee of the Board to conduct those hearings, and I have made myself the chairperson of that Committee to conduct those hearings. We will advertise the regulations as proposed in the

Register, and they will be advertised in December and January. Adoption of those rules to be proposed will take place in either February or March, depending on comment and depending on whether or not readvertisement is required by reason of any substantive changes. Substantive changes are likely to occur in this case or any other case where regulations come before the Board.

I think I can tell you that every single member of the State Board of Education is very sensitive to the issues, questions, and concerns that have been raised. I've met with my old friend, John Rocco, on this. I've talked to Bill Guthrie recently, and I am arranging for a time for Bill to address the State Board on behalf of those who do teach teachers to give the Board specific detailed input on what is going on now, so that we are not working from a vacuum. I guess what I am saying is, the Board does welcome a variety of viewpoints, and we do not rubber stamp recommendations of the Commissioner.

We are just beginning an open process, and therefore, I would ask that the Legislature not prevent us from doing that. The reasons for that are this: We have all read many national reports on education, including some preliminary reports of our own Commission in this State dealing with the math and science areas. Other states have moved into this area. You may be familiar with the fact that California now has modified, at least in the high schools, the ability to employ teachers who have not gone through the traditional teacher training system. We have been cognizant of this need for a long time, because well over a year ago, we formally adopted a resolution agreeing to review the certification requirements by July of 1983. As a result of that, we did ask the Commissioner to develop and propose recommendations for change in certification. We are charged with this responsibility, and I am proud of that Board, as you well know. That is a very nonpolitical Board. Board members frankly don't even know, in some cases, whether a person on that Board has registered with one party or another, and I personally have been appointed by Governors of both parties. It is a broad-based Board. It is not appointed, as you know, to represent any single-- I don't represent a specific interest group. I don't represent a geographical area. My constituency consists of kids. That is it.

We have an open process, and we will have an open process. I have already begun to summarize the concerns that have been raised by people like Dr. Rocco, and I have already put some of them in writing to the Commissioner so that not only will we talk about them, but we will see what can be done about them.

You and I don't know what the final Board action will be. I, therefore, conclude that it would be inappropriate to preempt the Board from coming up with a final proposal that may very well cover many of the concerns that have been raised by many people already. I think these bills put the Legislature in an inappropriate position at this time because it makes it appear that the Legislature is trying to hold back change at a time when people want change in education. These bills, I suggest to you, create the wrong appearance, even though obviously they are well intended for the same purposes that the Board is working toward.

In summary, I assure you that our Board will work a very open process. We'll deal with the issues and concerns that are being raised. We have been carrying on this process for a long, long time, and I think it is best that the Board be given that opportunity to finish the process which we are about to begin.

Thank you very much for the opportunity to appear. I would be glad to answer any questions you may have.

ASSEMBLYWOMAN GARVIN: Thank you for your testimony, Mr. Brandt. I have two comments. Your request to us is not to release these bills. I think the majority of our Committee will request the State Board not to release the new certification plans until they have had input on the people here in this audience today. I would like to formally request that you don't release a plan until the testimony of the experts who are here today has been heard, not only by this Committee, but the higher authority that you referred to as the State Board of Education.

You mentioned a process. I would like to convince you that this is a process that we're all about. As legislators, we are an integral part of the process, and even though we are politicians, I dare to say that there is no Committee in this State that has been as bipartisan in its concerns as both the Higher Education Committee and

the Education Committee. I think we do have to face the reality of the political reality of all of our existence. No one is outside of that sphere, because the only way all of us got here was through that process, and I definitely respect that. Thank you.

MR. BRANDT: Let me just comment on that, Assemblywoman Garvin. When you say release, there is no method by which we release something. What we do is, we discuss it, and then if the Board is sufficiently satisfied, we simply publish a set of proposed regulations. That does not adopt them. I guess that would be called releasing them for formal public comment.

By our normal process, we would not release -- by release, I mean publish -- the proposed regulations, at least until November or December of this year. That would be the earliest it could possibly occur.

Secondly, our public hearings will begin November 16, similar of course, to the very process you are going through here. I would request, if possible, a transcript of the proceedings before this Committee today so that our Board members who are not here today could read it. I think that would be very helpful.

ASSEMBLYMAN DORIA: We would be happy to send sufficient copies to you for your Board members and for general circulation to all who are involved as soon as they are printed.

I know that there are questions from a number of other Committee members, but let me just follow up by saying that I think what stimulated my bill and Assemblywoman Garvin's bill was the fact that we did not have input into the proposals that were presented in the Legislature and by the Commissioner. Unfortunately, infallibility rests on a few institutions in our society. One perhaps would be the church. Even there, there is a question. I do think that we all resented the fact that as legislators who are directly involved in education, and who are directly concerned with the quality of education -- we all believe there is a need for improvement -- we were not consulted, and we did not participate in the development of proposals. The individuals who are involved in the teaching profession, both the teachers in the classrooms and the professors in higher education who are involved in teacher training, were not consulted. This was put

together by a group of individuals who did not look for input, and if they did, the input came from only those individuals whom they wanted to provide input. I think this is the question, and this is our concern. This is what we don't want the State Board of Education to do, and that is, to allow for a closed panel to make a decision which affects every student in the State of New Jersey in one way or another. In the end, it will affect everyone in the State of New Jersey.

We want to have some open air coming in. We want the sunshine, just as we have the Sunshine Law. That is the reason why these bills were proposed. We did not want to infringe on the authority of the State Board of Education, but we wanted the State Board of Education to know that we are elected representatives of the people of the State of New Jersey. As such, we have a right to participate in decisions which affect our constituents and their children. As such, we want to have input.

We've had this conflict before with the State Board of Education with a Democratic Governor, and we have a conflict now with a Republican Governor. What we are saying is, the Legislature is a coequal branch of government, and as such, we deserve to have the necessary input to provide for the needs of our constituency.

MR. BRANDT: I guess, Assemblyman Doria, regarding the last comment you made, I don't think we have any disagreement at all. Our process, whether these bills were introduced or not, would have been open. I guess all I can say to you now is, it will be more open. It will be a very open public process in which there will be extensive hearings.

In our past, just to defend our openness, I have sat as long as eleven consecutive hours at one hearing, and I heard as many as ninety speakers on an issue. Sometimes that is counter-productive -- you know, the fanny gets a little sore and the tempers get a little sore -- but, we have never cut off debate by the public. We do try to control it, obviously. We can't have eleven hour hearings all the time. But, this will be a very open process. I would guess that there will be a multitude of hearings which will be attended by the Board members. There will be extensive debate, and I have a hunch that at least a couple of the people who I'm looking at right now will be active participants in that.

ASSEMBLYMAN DORIA: Okay, Assemblyman Palaia, do you have a comment?

ASSEMBLYMAN PALAIA: Yes, Mr. Brandt, I have a statement. I appreciate what the Board is trying to do in your undertaking of a problem that we all know we have. I have just a simple word of caution: Don't oversimplify the word "teaching." I think too often, unless you've walked in a person's shoes, you really cannot understand the teaching process until you have had twenty-five second-grade students for six and one-half hours a day, with a one-half hour duty-free time to yourself -- maybe to go to the bathroom. The public does not know what the teaching process is all about. It is nice to say that it is one hundred and eighty days -- you've got your weekends, and you've got your vacations. All that is good and well, but I challenge a lot of people to go into a classroom, sit, and do what they have to do with that many students for six and one-half hours, and then walk out of there with any sanity. The pressures are great, but the remunerations are small. I always enjoyed mine; I wouldn't have changed my life for anything.

Thank you, Mr. Brandt.

ASSEMBLYMAN DORIA: Assemblyman Rocco?

ASSEMBLYMAN ROCCO: You're right; look at what it did to Joe. I just have a few comments. There is no person I respect more in this State than David Brandt.

When I was Mayor of Cherry Hill, I worked on a number of projects with David, and I feel very proud of the fact that as State Board President, I know David will have open hearings, that input will be there from all aspects of our State -- all groups, all of those who would like to participate. For that reason, I feel comfortable that a great number of concerns that have been expressed will have a chance to reach the public.

I think, Dave, what has occurred here is that the press, through the power of the Commissioner, I guess, has taken on a one-sided position. They have not heard the other aspects, the concerns, and the true picture of what would occur with on-the-job training. I think as that gets out more, and parents realize that what is being proposed is someone without training -- five days, I think, or

something -- without knowing how to teach reading, social studies, interactions, and sociological implications of the 50% plus divorce rate in our society, and the impact on the children about how to deal with working on the blackboard, or how they interact with other professionals -- the child study team, etc.-- If the public of the State, the parents of the State, ever realize that in that classroom, with this person coming through the "alternate route," which by the way, will become the main route, I think there would be a number of very, very upset people in the State of New Jersey. If it is good, let's see some empirical data to show that. Is there a research base? Is there information? No, there is none in existence. The Commissioner has not provided any data to show that this plan will work and be better than what has been proposed and what really has not even gone into effect. It has only been in effect for a month.

So, I think as this information comes out and becomes more known to the public at large, I think we'll see somewhat of a different perspective on the part of many people. The only way that is going to happen is through open hearings -- through input as we have here today.

I guess on a substantive nature, I'm not certain, but it seems to me that there is condensed agenda, that while the regulations are in the hopper, so to speak, that public hearings are also being heard. Being around government for awhile, what concerns me is that once they are written and in the hopper, it is very difficult to make modifications. It would be nice to see everything held off, as we should have had initially with a broad-based Committee, and then if the Board buys it, let's write up the regulations or whatever comes out of the hearings. But, part of the frustration, as Assemblyman Doria has already expressed, is the fact that the input hasn't been there. It has been specifically, and basically from one individual. As fine as that individual may be, there are many other points of views and inputs from other groups that have yet to be heard -- that hopefully will make some sense, and modifications will occur.

I guess the concern is that with the condensed agenda on it, they may not be ultimately put into the regulations.

MR. BRANDT: All right, let me reassure you, John, that our process in the past, to give you an example-- I guess that nothing was

more controversial and heated than the debate over the family/life mandate. Those regulations were published, but what was published was not what was adopted. There was nothing close to it. That is not fair. There were major changes in those regulations. That does happen regularly. The reason we tend to publish is for the same reason that you introduced a bill. It is so that you have a document in front of you, so we're all talking about the same thing. That is the reason we need code, because then you can look at it and not be talking about apples while I am talking about oranges. That is the only reason we do it; it is so that we have a coherent debate.

I think what I'm hearing from you, John, is that, "Gee if the code gets published, that means the code is going to get adopted." That is not necessarily true. It is just the way we start the process, the same way you introduce a bill.

ASSEMBLYMAN DORIA: Assemblyman Naples?

ASSEMBLYMAN NAPLES: Thank you. In the interest of avoiding redundancy, I'll simply say that everyone who has spoken before me has said what I was about to say, so I'll cease and desist. Thank you.

ASSEMBLYMAN DORIA: We want to thank Mr. Brandt for taking the time to come here. I think what the Committee is saying is that men and women of good will can disagree over the same topic. They can also intend to do the same thing and that is, to provide quality education. Unfortunately, what happens is that only one point of view is ever presented to the public, and that is a problem. Thank you.

ASSEMBLYMAN NAPLES: By the way, Mrs. Garvin, we're statesmen, not politicians.

ASSEMBLYWOMAN GARVIN: Commissioner Cooperman? Thank you. We will now have testimony from Commissioner Cooperman, and we would like to thank him for coming. I would like to apologize for the lateness of your presentation. I would just like to reiterate that the two bills we are talking about this morning are A-3974 and A-3851. Hopefully, those are the two bills that you will address in your testimony this morning. Thank you.

COMMISSIONER SAUL COOPERMAN: Assemblywoman Garvin, Assemblyman Doria, and members of the Joint Committees, thank you for the opportunity to speak to you about Assembly Bills 3851 and 3974. I would like to begin with just a few general remarks.

The bills represent an urgent challenge facing our nation. We need to rebuild excellence in education. As in the rest of the country, and New Jersey, as well, the quality of education will dramatically affect our ability to function in an age of technology. Speaking in most practical terms, if we are able to compete effectively, we must have a competent work force.

The two bills today focus on several major concerns to demonstrate your awareness of and sensitivity to the challenges that both of us face, as do many other people in our State. One spotlights the certification of teachers directly, while the other calls for a commission to study recommendations of national commissions.

I would ask you not to take action on either of these bills for several reasons. A-3974, if enacted, represents an action which would limit the resolution of some of these problems of the existing teacher prep programs. In so doing, it prohibits a rigorous alternative approach which would permit schools to tap a reservoir of very competent, talented, and experienced people who very much would like to teach in our schools.

A-3851 proposes a study which could, in effect, prevent the implementation of solutions until 1985. As you know, I too, am committed to raising standards in our State, and long before the national reports came out, we had targeted the subject to be studied by the Department. It was no accident that we were prepared with a study in this area at the time that the national reports came out.

I certainly will agree that the study is the first order of business. A change for its own sake is not enough. Every care must be taken to assure that if we do change, the change has got to be for the better. Consequently, I have charged my staff with researching this essential subject thoroughly, studying not just the problems in New Jersey, but across the nation. I worked very closely with the staff to develop a comprehensive statement of the problem and initial proposal for reform. This proposal was presented to the public and the State Board of Education at their September meeting, and everyone has received a copy.

Though this preliminary plan was many months in the making, I view it as a beginning, a first step leading to several other important activities before a final commitment is made.

As David Brandt indicated, the State Board of Education has just begun a long developmental process. A painstaking procedure will provide every sector of the community -- educators, parents, and other citizens -- with an opportunity to examine and comment on the proposal. Clearly you, as legislative leaders of the State, are among the most important persons who contribute to the process through commentary and suggestions. That process consists of several basic steps.

It began with my efforts to research and document the problem, and to develop a proposal for discussion. It continues now with the gathering of commentary from all quarters of the community, and it will culminate with the convening of two special bodies which are presently being constituted.

First, a panel of nationally recognized educational experts will be asked to provide us with certain essential information which is not now available. The group will be asked to identify two questions: How do good teachers teach, and what is essential for a beginning teacher to know about her profession? This panel will also identify any skills or knowledge which can only be learned in the academic or collegiate environment. In large measure, this panel will determine the framework for the refinement of the proposal.

For example, if the panel concludes that course work is absolutely essential prior to actual teaching, then a proposal will proceed in that direction. A second group will be convened to shape the recommendations for the internship. This advisory committee will be composed of New Jersey educators and concerned citizens. Armed with all that has come before -- the research, the initial proposal, the commentary from all quarters, and the conclusion of the panel of experts -- this committee will fashion a set of recommendations for the internship.

The process may seem lengthy and even arduous, at least at first glance, but, I would ask, should this serious challenge be dealt with using anything less than every resource available to us? Do we not owe it to ourselves and our children to conduct the exhaustive research and debate before we draw conclusions and make commitments, which are very significant for our State?

There is no question that we must raise standards for beginning teachers, and I believe that we should increase the pool of talent available to school districts. I believe this very much. There is no question that we cannot allow our classrooms to be staffed with young teachers who are marginally competent. There is no question that we must help the many excellent teachers now at work in our schools to restore their and my profession to its rightful status. There is no question that we must confront these and other problems cited by the national reports.

The question is, how do we best achieve these goals? Although I salute your sensitivity to these problems and understand your wish to act, I would urge you to take no legislative action at this time. Now that you are more aware of the process which is just beginning, I would ask that you permit the State Board of Education and the State Department of Education to complete the exhaustive process we have begun before you contemplate legislative action which could limit the options available to us. My staff and I will be listening very carefully to every comment. The panels which I have described will be convened within the next few months. Allow us the opportunity to develop an effective proposal, using every talent and resource available to shape the best possible plan for reforming teacher certification.

Thank you very much for allowing me to make these initial comments.

ASSEMBLYMAN DORIA: At this point, I would ask that Assemblyman Rocco make his comments, and then Assemblyman Bocchini. After Assemblyman Bocchini, we will hear from Assemblyman Palaia and then from Mrs. Garvin.

ASSEMBLYMAN ROCCO: Dr. Cooperman, as you are already aware, we have had some discussions. Some of the people I have spoken to are in the profession and some people are not in the profession. They have some real significant concerns about what you are proposing -- not that we are here today for that purpose -- on the two bills in front of us, one calling for the statewide committee representing large segments of professional and nonprofessional groups in the State to participate in a broad-based look at what should be done in the State in order to come

up with a program so to speak as they have done in other States. I guess what concerns me is that much of what has come down out of your office has been done in secret. It has eliminated public participation. It has not had legislative participation, and I think that that is of great concern to many legislators and the public at large. The hearings now, of course, will enable the people to get input, but I think a great deal of the difficulties that are being faced now with the proposal could have been avoided with such a broad-based committee. That is why Mildred Garvin and I and others have sponsored such a committee. We feel that it is imperative to get many different perspectives regarding the education for the children of the State. That is just the first thing I have to say.

Do you have any comment with regard to that?

COMMISSIONER COOPERMAN: Yes, I do. The working in secret -- I really don't see it that way. I think that last year, the Department of Education too, in my point of view, took courageous action, and they met a problem head-on. I remember, I was only in office three days when I was asked to comment on that concern, and I did. I did so strongly. I agreed with them.

The Board of Education further endorsed many of the things that they were advocating. One of the things that the State Board said was, "You have to look at this alternative route." That was like a dangler at the end of it. So, that was public, it was open, and they said, "You have to look at this situation." I said that I was going to examine certification and work on certification. It is very true that I work within the Department. I gathered every position I could find of every major organization in this State and other states, and we studied this. We came out with a proposal.

One can define leadership in lots of ways. I think we should take a stand to show where there are problems, to come up with a tentative solution to the problem, and then set up a rather intense and lengthy forum where people can discuss, rather than dealing with gossamer or saying, "Well, let's all sit down." "Here is a concrete proposal. The concrete proposal has three or four basic elements to it, and now, let's discuss it." If the criticisms are solid, then we have got to back off where those criticisms are. If suggestions were

made that we did not think of, then we've got to back off. But, to give someone a document which we feel very comfortable with, we think that is proper.

ASSEMBLYMAN ROCCO: I disagree with your statement. You're suggesting that you are opposed to the two bills today -- certainly calling for such a statewide committee, even at this stage -- to have input from the public and input from professional and nonprofessional groups. You're still indicating that you are opposed to the passage of this legislation for this statewide input. I'm just wondering--

COMMISSIONER COOPERMAN: (Interrupting) Not statewide input, Assemblyman -- far from it. It is just of the process. We have set up a system which is most elaborate at the State Board level of wanting input, seeking input and desiring input. People have asked me, just within a possibility of my schedule, to come out and debate the issue or to discuss the aspects of it. I've tried to do that, and I will continue to do that.

So, public debate, public discussion, a careful process -- that is exactly what we're talking about.

ASSEMBLYMAN ROCCO: Then why are you opposed to the bill?

COMMISSIONER COOPERMAN: I think that the one bill, which studies many of the things that the commissions have already studied, is already there -- that the commissions have done that already. The other bill effectively makes some changes, but from my point of view, it does not attack the three basic points that we're concerned with with present certification. Those three points, we feel, must be discussed. Those points are: that the present system is flawed, and it is flawed in two ways. One, to define what is essential for a beginning teacher to know about the profession is an educational smorgasbord. It is all over the lot, and it has not been carefully defined. We think it must be carefully defined, and we must find out what is essential for a beginning teacher to know.

The other thing we're concerned with regarding the flaws in this sytem is the practice teaching. We think there must be some quality control, and we have great concerns that the quality control is not there.

A second concern we have is, we believe very strongly that there should be a standardized test for everyone who wants to teach in this State -- not only if they go to our colleges, but if they go to colleges anywhere else in the United States.

The third thing we're concerned about that this bill does not address is that there be an alternative route -- a rigorous alternative route -- so that people who are qualified and talented could have an opportunity -- that there is not one pipeline which is rigid, but that there are alternatives that could welcome these people into our profession. Those are my concerns.

ASSEMBLYMAN ROCCO: Okay. Certainly the bill dealing with the statewide committee speaks for itself. I don't know how anyone could be opposed to such a bill that would call for a review and recommendations to the State. But, apparently you do.

Secondly, on some of the other aspects, practice teaching-- I've been out with practice teachers year in and year out, and many other good people in this profession-- I have not seen the difficulties as they have been indicated by you. For instance, one of the things you indicated was that a lot of schools didn't want student teachers. I can't say that is the case. I haven't seen that in our institution. We have had an ability to place all of those people who desired to be placed with good cooperating teachers. To say that an internship would take the place of practice teaching is unfortunate at best, because practice teaching is in the classroom with the cooperating teacher. That teacher is responsible for the children -- those twenty-eight first and second graders. They are in there every minute of the day, to a large extent, with that practice teacher.

On-the-job training is not that. On-the-job training is: You have twenty-eight children, and you check occasionally down the hall, as you interact with children, to find out what you are to do next. In that process, children get harmed. That, I think, more than any other aspect of what you are proposing -- more than anything else -- is what is damaging and dangerous, because when children at the first and second grade levels, which are very formulative years, are put in a position where they do not have trained and effective teachers in reading and other aspects of that curriculum, then it is oftentimes

impossible for them to catch up. They must catch up somewhere down the line because that time is taken away. There is a great difference, and the public should be aware that there is a great difference between an internship and practice teaching. The teacher who is responsible for the children in practice teaching is there in the class to help and to train and to work with that practice teacher. That is not the case with an internship -- with the person down the hall, leaving his own class, his own children, to come down and occasionally help -- not even on a daily basis. That is dangerous and harmful to the children.

You may think that I have some kind of personal ax to grind or some vested interest or what have you, but I can assure you that in my opinion -- and I'm trying to be objective -- my concern is for those children. What I make teaching school, I could make delivering mail, working in the supermarket or whatever. It is not the greatest paying position in the world. My concern is for those children.

You can color it anyway you want, but I truly, sincerely, 100% believe that in this process, children will be hurt. You need that training. I know what we cover in our classrooms, what we talk about, how we prepare teachers, how we train them, and how we work with them. I know what we do, and I know that that is the best way -- until someone shows me differently through some kind of pilot program.

If you really think that you are proposing something better, why don't you go into a pilot program with it? Try it in five districts, and see if it works before we turn the entire system upside down. Let's make sure. Let's give these new regulations that just went into effect on September 1 a chance -- where we're going to take student teachers and give them experience on the sophomore, junior, and senior levels. This bill calls for a standardized test. You're calling for a standardized test, but this bill calls for a standardized test on the exit, to be provided by the State to get out of the program. That is what this bill calls for. It calls for a 2.8, which is higher. It calls for an "A" or a "B" in student teaching. It calls for an alternative route in Section 3 of the bill for those math, science and other areas that are desired.

If that really was your concern -- the alternative route -- make no mistake about it, and everyone in this room should know as they

publish in their papers-- The emergency certificates that you're talking about in the State of New Jersey are, in the majority, in the areas of vocational and special education, not in elementary basic subjects or secondary basic areas. It is in the vocational and special education areas.

Any principal will tell you, if he has a job, that he will have hundreds of people applying for that position. There is no shortage of good, competent people out there. This is not an alternative route. And, if you are looking for the alternative route, why don't we specify in writing in the regulations -- if you want people with certain kinds of life experiences, certain kinds of field experiences, teaching in other schools, etc.? Let's spell it out as to who these people are -- the Ph.D. from Harvard who is dying to teach in Newark. You know, let's spell that out. Let's not spell out our regulations. Every legislator here knows exactly what I'm talking about. Let's not make the regulations so broad and so encompassing that it totally eliminates any kind of control, and we get a poorer quality and a worse situation than we have with specificity.

My point is, and what we're trying to get from your department is, what are your concerns? Who are the special type of people you are trying to bring in? Let's write amendments to take care of that -- to provide a means for them to get into the profession. I'm willing to do that, and I think everyone on this Committee is willing to do that.

They are some of the concerns I have, and the concerns you've expressed, I think, have been addressed by much of what is in this bill.

COMMISSIONER COOPERMAN: There are a lot of concerns. I made some notes, so I'll just try to address some of them.

I only take it to be sincere, and I know there is more than one way to skin a cat. I don't think your way is the only way, and I don't think my way is the only way.

First of all, again, you have got to admit -- and I didn't hear you admit it, John -- that there are very serious flaws in the present system. For someone to turn away, for someone to deny, for someone not to challenge -- I feel I would be derelict in my duty.

I think the present system at times has served us well, but it can serve us better. You asked why not wait on the Higher Ed standards? Well, first of all, it will take four years until we crank through the freshman to the seniors. There are some other difficult problems which Leo might want to attend to, but although Higher Ed did, from my point of view, a marvelous job in the areas where they could work, the problems are in the area where we work. So, if there are problems, those problems are laid right at our door. Those problems, I contend, have to do with defining what is essential to know about the profession.

I won't take the time to read off those courses. You know them as well as I do. There has been a complacency of the monopoly in some of our colleges to put courses in which, to me, are questionable at best. It would be kind to call them rigorous academic courses.

With regarding to practice teaching, I've said over and over again that first of all, the colleges have varied criteria. I think you know as well as I do, if we sat down -- just the two of us, or ten of us, whoever it might be -- to decide what is effective teaching, we hopefully would come to consensus on what is effective teaching. We haven't done that in our colleges. Each college hears a different drummer, as if the research didn't exist -- as if everyone is stating what is effective teaching differently, and therefore, evaluating.

If we're going to say that our system of practice teaching is predicated on the college supervisor, I say that is, to a large degree, a myth. They are the people who do the work at the local districts -- the local principal and the local cooperating teacher. They are the people who do the work at the local level.

I mentioned that many school districts take practice teachers as a professional obligation because the colleges need to have the people certified. To get them certified, they have to do practice teaching. So, it is a circuitous type thing to get the people out there to do the practice teaching.

There is a rotation of teachers, and there is a displacement of teachers. Many districts have 5%, 6%, or 7% of their teachers displaced each year because young men and young women come in to do practice teaching. When they do that for three months, the regular

teacher is not meeting with the child. In some districts, that can mean hundreds of thousands of dollars of taxpayers money who are going to certify young men and young women who are now an oversupply. I'm concerned about that. I'm concerned that with the alternative, you use terms which you feel, and so I guess, it becomes emotional and damaging. I read what you wrote -- "using kids as guinea pigs," -- and word such as that. I guess you feel those words strongly.

Everyone must have a practice teaching experience. If someone does it through the normal route, they go out and do practice teaching for three months in their senior year. They displace a teacher, and that teacher helps them to become a better teacher. They will do their fourth month of teaching in basically one of two ways. If, God forbid, that teacher got sick or that teacher died, they might be offered a position in that school district. And so, their fourth, fifth, and sixth month of teaching would be right in that district beyond the basic three months. Or, they take the three months of practice teaching and they would want to do their fourth month when and if they could get a job. Of course, some don't get jobs.

The alternate route says that if a school district -- the administration, the school board, the superintendent -- who I've got to believe -- just like the teachers of this State -- see someone who is an outstanding person, they could work in an alternate route. What we have said over and over again, our alternative, as we have proposed it -- and we have said it over and over and over -- is subject to criticism, subject to experts from this State who would be convened to look at that alternative route and to strengthen that alternative route. We just think the potential to have people trained in what is effective teaching -- to have a collegial teacher who wants to be there -- has great merit. We could bring in people who would be outstanding and qualified people into the classroom. So, we don't see it as dangerous. We see it as uplifting and exciting.

ASSEMBLYMAN ROCCO: Well, it is dangerous because of the fact that the person in there is untrained. Let me get back to the committee that is going to develop these skills that are necessary in teaching.

We have volumes -- literally volumes -- of what a beginning teacher should know and the skills that are required to be an effective teacher. I can walk into a classroom, after the number of years I have had in the profession-- I'm sure Joe could do the same thing, and Warren, and everyone here. I can tell you whether that teacher is good, effective, and interacting well with the children and whether the children are learning.

You know, you keep harping on the concept that we're opposed to change or that we're not interested in improving. Certainly we're all interested in doing that, and certainly the teaching profession can be upgraded, and certainly the medical profession can be upgraded, and the attorneys and everything else in our society. But, I tell you that that cooperating teacher is in there working with that student teacher, and it is the cooperating teacher, not the student teacher, who has the responsibility for the classroom.

I know Joe is getting nervous; just let me finish. With regard to the education courses that you talk about, are you talking about courses that have been brought in since the professional corps? Of the 129 credits in most institutions, you're going to find that a good 80% of them are in the liberal arts area. You only have about thirty credits in the professional corps, and once you take out methods at the sophomore year and student teaching, there is not too much left in that program. I, for one, because I think it is a State take-over mentality-- It is almost a kind of situation that personally, I would continue to fight against, as I did with Commissioner Burke and that regime. The State is not going to take over, in my estimation, and run the minds of the teachers of this State and the children of this State.

When you talk about an academy which is run and developed and controlled by the State, and not permitting the universities and the colleges of this State to operate -- when you think the State is better than the universities and the colleges -- when you think the universities and colleges can't do the job, and the State has to do it -- I start to worry.

ASSEMBLYMAN DORIA: Okay, we'll let the Commissioner answer that, John, and then we'll have more questions.

COMMISSIONER COOPERMAN: Okay, thank you. When you slid off to the Academy for the Advancement of Teaching, I think it is almost sort of a devious thing that you feel -- that you don't want the universities to do that. Nothing could be further from the truth. We have tried to say over and over again what the Academy for the Advancement of Teaching is. It is in a conceptual stage. We want it to do one thing and one thing only. Those skills which can help a teacher to be better, and which may not fit into a normal course, we uphold strongly, and we want to improve the regular teacher programs. Of course, people have to admit that there are certain flaws in there. Otherwise, if you don't see a disease, then there is no need for any cure or any alternatives. So, the first thing is recognizing that there is a problem. We find people who say over and over again, "There is no problem. There is no problem." And, then they resort to the tactic of, "Okay, it is centralized authority that wants to tell them."

We support the master's programs. We support them strongly. I've said over and over again that I am against these weekend ripoff courses where people go out, try to take one-day or two-day conferences, and then translate them into course work. I am strongly for master's degrees. I am strongly for what Higher Ed is doing. In fact, I remember this: It was my first or second day in office, and we met. You wanted to advise me of your viewpoint -- to not take the position to support Higher Ed. You were against it, and you let me know why you were against it at that time. So, I am personally pleased that right now you feel good about limiting the number of these extraneous courses, because that is exactly what the Higher Ed Board did, and I applaud it.

Again, as far as the Academy for the Advancement of Teaching is concerned, I am going to work very closely, as I have done, with Ted to make sure that we do nothing that would violate not only what we think our master's degree programs, which we are for 100%--

ASSEMBLYMAN DORIA: Commissioner, I don't think we've gotten into master's degree programs. I didn't hear any mention of them from anyone, so if you would just summarize, we could go on to some more questions.

COMMISSIONER COOPERMAN: Okay, I'll stop right there. It was for the Academy for the Advancement of Teaching, and I thought that we shouldn't go off on that.

ASSEMBLYMAN DORIA: Okay. Mrs. Garvin has a few questions.

ASSEMBLYMAN ROCCO: You know, I have to respond.

ASSEMBLYMAN DORIA: Just a minute, John.

ASSEMBLYMAN ROCCO: Let me just respond because obviously the question was directed--

ASSEMBLYMAN DORIA: We can't keep going back and forth.

ASSEMBLYMAN ROCCO: Absolutely. I think some of the courses you meant-- Are you indicating that weekend courses are now part of some curriculum somewhere in this State, where someone can take a course for a weekend and get credits? Are you saying that that is now part of a program in the State?

COMMISSIONER COOPERMAN: Not part of a program. I was mentioning the point that as I am for the graduate programs and support the strengthening of graduate education, I am against weekend ripoff courses which do go on. I am going to do everything I can to try to stop those courses.

ASSEMBLYMAN ROCCO: I'm against that too, Commissioner. I'm for motherhood and apple pie.

ASSEMBLYMAN DORIA: Okay, at this point, let's go to Mrs. Garvin who has some questions.

ASSEMBLYWOMAN GARVIN: Thank you. I'm just going to have a few questions, Dr. Cooperman. First I'll take my bill. When you commented on the date of my bill, -- since I don't take the position that any legislation that I introduce is written in cement, and as I went over your presentation, it is almost like you really do support the bill. What you recommended are two different groups that are going to do something. I think it is the matter of the date in A-3851 on page 2, line 4, section 5-- I think if that is what you are having a problem with -- the time frame of the bill -- I would rather ask your office to review the bill, and if you want to change the time frame, I would have no problem with that.

I think what we have are groups of commissions represented, and as we refer to all of these other studies, we have not done a study

in the State of New Jersey. We have had studies in education that, in some way, are going to impact on New Jersey. I think the intent of this legislation is to study and then evaluate it in relating it to New Jersey. I think that until we do that, we are looking at issues and studies that have been done elsewhere.

So, I would ask you to reconsider. I don't even need an answer. I think of the date of 1985, and I, too, feel that that is a long time. It is negotiable, but I would ask that you restudy this bill, because in your presentation, you have recommended two other commissions. I would rather see us have one commission in this State that involves the broad base to deal with this State. New Jersey does not have its own study.

I would like to comment on Assemblyman Doria's bill, which you also don't support. I would like to ask you: In relationship to the changes in this bill, A-3974, you really have (inaudible) down as a Commissioner to impact on changes in the teaching training component. I guess this is the question: Why? I don't think anyone is spending more time-- You have graciously brought my task force to your office to try to say, "Look at what the Commissioner is recommending. Maybe it has some validity." But, as of this time, I am not in any way supportive of it, and I don't see why the bills we are talking about today could not be supported or considered. I see a situation where everything that has been recommended by you has been written in cement, and I don't think that anything in the educational process should be written in cement. You are always talking about teachers, and you continue to ignore the other people involved in the educational process. That is what I just don't understand. Teachers do not control; there is the Board of Education, administrators, superintendents, and supervisors. In many ways, they are the low man on the totem pole.

I just don't know why. We introduced these two bills with great concern -- not to uphold totally, but to say that there is another way in our State that we had hoped our Commissioner would look at. Everytime we go this way, there is no room for compromise. I think I have the best Committee in the State of New Jersey in dealing with issues -- all of my colleagues. I just don't understand why we

can't have measures of compromise between the legislative process and the Commissioner's Office. I would love to see that.

COMMISSIONER COOPERMAN: I think there can be, should be, and undoubtedly will be. It is not in cement. The thing that we did was, we took a stand. We took a position. We said that there are problems, and we think there are problems. If the problems aren't there, then we can discuss -- is there a problem, or is there not a problem? If there is no problem, then we don't need a cure. If there is a problem, then how do we best go about it?

We've said that there are really about three things that are very, very important to us; otherwise, everything is absolutely debatable and subject to criticism. There have been some great comments made where I have had to say personally, "I'm wrong about that. I've got to go another route. I've got to think about this."

The three things that are very important to us are: First of all, the present system is flawed. It doesn't mean that there aren't good points to it. It doesn't mean there are not super people working in our colleges. It means -- and, I can't back off, and I won't back off on this one -- that the system has flaws, both in the quality control of the practice teaching and in the course work.

The second thing that we are saying is that we feel there must be a test of content knowledge.

The third thing is, we must have some way of getting talented and qualified people into our profession. We have a system now where the pipeline is so rigid and it is so inflexible. You talk about it being in cement. If someone is clearly superior -- if everyone in this room could all agree on something-- If we could all agree that there is a hypothetical person who is absolutely super -- if we could only get this person into education -- if we could only get this person in front of kids, because that is what they deserve -- it makes our profession better. It makes everything better. If we have such a rigid, inflexible system now that at times says to people, "Quit your job. Go back and take courses. Do practice teaching, and then you can apply for a job," we think that asks too much. If there are alternatives that can be as rigorous or more rigorous, then they can be something that protects the public's interests. That is what we are saying --

flaws in the present system, a test of competence, and have an alternative system that can bring bright, talented, and gifted people in.

Having said that, everything in the internship-- That is why we have tried to set up hearings, but in the linkage between the State Board and the Legislature -- when it links, how it links -- I am 100% open to that. The internship, the discussion of the internship, and how it works, and what it should be, we suggest is something -- and we think the suggestion is a good one -- but that doesn't mean it is in concrete. We have said over and over again that it is not.

ASSEMBLYWOMAN GARVIN: I'm not going to belabor this. I agree that we need reform, but it is unfortunate that we have to have this kind of an impact just to do what is right for our children. I think that in all of what you've said, we have not dealt with the real problems that have taken place in the urban schools. You can get all the engineers you want, but believe me, they are not going to come into urban school districts, because it takes a special kind of teacher to teach those children. You're not going to bring them into those districts, and if you did bring them in, I guarantee you that they will not be able to handle the situation. I don't see how they are going to help the children in our schools. That really is the bottom line, unless you do support the two bills that are before us.

I just want to say to you, Commissioner, that I am terribly disappointed that we cannot reach a point of compromise on either one of these bills.

COMMISSIONER COOPERMAN: I hope very much that we ultimately will. I have just one brief example.

I was in Newark talking at the "Y" on Broad Street. I wasn't talking about this subject, but one example might be: I met some very fine people there. Let's say that there was someone there who was working with the kids of Newark -- knows them and wants to do a better job. Let's say that person was out of college for five, seven or ten years. He would be the type of person that you would say is an quality person, and let's say he had his master's degree in physical education or history, and he got along with kids absolutely beautifully, and he said, for whatever his reasons, "I would like to come into teaching." Suppose we said to him, "Okay, if you quit your

job and go back and take practice teaching and courses, then you can apply for a job." Suppose he said, "But, I have a wife and kids. I can't do that." If we said to him, if we were able to say to him -- somehow we were able to forge that, what we could do is, we could have such a rigorous system that we could take this person -- capable, quality person, highly motivated -- and make a program equal to or better than the present system, which would enable that person to come into our schools. That is what I am talking about. I think we can ultimately work a compromise.

ASSEMBLYMAN DORIA: Okay. Assemblyman Bocchini?

ASSEMBLYMAN BOCCHINI: Commissioner, I was a school teacher for two years before I went to law school. One of the motivating factors to go to law school, quite honestly, was the conditions that prevailed as a teacher. I said, "There has got to be something better for me to do in this world." That is no disrespect to my colleagues who still remain in the teaching profession. I admire them because they had the guts to stay in it. I sought another route.

I analyzed what you said in your comments this morning, realizing that there are coequal branches of government. In effect, you do represent the Executive portion of the government, and we represent the Legislative portion. We have heard time and time again about the necessity for the Administration and the Legislature to be able to work together.

Under your proposal, you list that there will be a nationally recognized group of educational experts. Have there been any particular standards adopted or a criteria for the fulfilling of those appointments at this point?

COMMISSIONER COOPERMAN: I just asked Leo. We're in the process of doing that, and coming down to the names of people we would feel -- leaders in education -- are absolutely outstanding people.

ASSEMBLYMAN BOCCHINI: Are there any particular numbers that you have developed, be it ten, twenty? For example, Mrs. Garvin's bill shows a thirty-five member commission. Have you thought of any particular numbers?

COMMISSIONER COOPERMAN: I have just been discussing it with Leo. I think we have been discussing ten to fifteen. The difference,

Assemblyman, is that one is an all encompassing global look at all of the situations, problems and opportunities. Our initiative in this area is to simply ask those people two questions and two questions only. That would be their charge.

ASSEMBLYMAN BOCCHINI: To ask them two questions and two questions only.

COMMISSIONER COOPERMAN: Yes. The two questions are: What is effective teaching? What do effective teachers do? Everyone can know it when they see it. As Assemblyman Rocco said, he could go in or somebody else could go in, and they would know what good teaching is. I would want to push that a little further maybe and say that sometimes you can see good teaching, but how do you know the difference between great teaching, good teaching, and fair teaching? What are the attributes? Would we all agree or can we all agree on what good teaching is? That is the first thing. It might sound like everyone knows, but my contention is, not everyone really does know what good teaching is.

The second question is, what is really essential for a beginning teacher to know? We could say maybe in law that it is tortes, admissable evidence, or constitutional law. We would like to say in teaching that maybe there are five, ten, fifteen, or twenty areas that one should really learn -- really know. What are those? Let's define them, so whether it is in the collegiate sphere or whether it is in what we call an orientation and an internship, we could do a better job in those areas.

ASSEMBLYMAN BOCCHINI: Keeping that in mind, could you answer this question for me? If you analyze the statement in Mrs. Garvin's bill where it indicates that "this bill creates a commission to study recommendations and concerns of the various national commissions and task forces that have made recommendations to improve the schools," is that not, in part, what you are proposing through the establishment of your two commissions or study groups?

COMMISSIONER COOPERMAN: In part, yes.

ASSEMBLYMAN BOCCHINI: Fine. If we carry the theory one step further of the suggestion that the Executive and Legislative branches

of government should be able to cooperate with one another, doesn't it then make sense that as rational adults you, through the auspices of your offices, should put together something for the Administration, as well as the legislative body of the State to digest? At the same time, isn't it a fair request to say to the Executive branch of this State, "We would like to compile something and present that to you for you to digest?" I would assume that you would like to know what the opinions are of the legislators of this State.

COMMISSIONER COOPERMAN: The answer to the latter is, "Sure." That is why we want to get all the feedback we can get. Again, overlapping of territory is not the easiest question in the world. I'm with the Executive branch, and I have to report to the State Board of Education. That is their area. To keep my integrity, I will report directly to them.

There are certain areas where when there is a cabinet officer, I will be discussing things with the Governor, which are privileged, the same way they might be privileged in what you are going to talk about.

ASSEMBLYMAN BOCCHINI: I understand that, but what I am referring to is, we're not talking about privileged communications between you and the Governor and privileged communications or direct colloquy between you and the State Board of Education. What I am referring to, and I think what the essence of the legislation before us is, is very simply, any report or final report that would come out of your commission, I would presume, would be subject to public scrutiny. Is that a fair assumption?

COMMISSIONER COOPERMAN: Sure.

ASSEMBLYMAN BOCCHINI: So, then those other collateral areas that you were just referring to, at least in my estimation, don't appear to have any impact on what we are talking about -- your report versus the legislators' report.

COMMISSIONER COOPERMAN: (interrupting) I was going to mention--

ASSEMBLYMAN BOCCHINI: If I may continue with my thought, your commission versus the legislative commission-- I don't see reason, as a result of our colloquy, that they can't both exist in a peaceful

coexistence. At the end, when you put them together, maybe -- just maybe -- you might sit back and say, "Thank you, legislators. You had some good ideas as a result of that piece of legislation which compiled the thirty-five member commission." Do you think that could happen?

COMMISSIONER COOPERMAN: Yes, I made a note to Bob on Mrs. Garvin's bill to talk to him about it. The one thing I was trying to say, and I guess I didn't come across the way I wanted to is, there are certain times that it seems very difficult for me to talk to all the people I should be talking with and listening to at the same time. As Assemblywoman Garvin and Senator Feldman know, in May I sent a note to both of them, because during the summer, I wanted to discuss, before anything got out, those things that I could discuss. That was my attempt to say, "Hey, there are some things that I am thinking about and I'll be working on. I just wanted to share it with you as the head people of these Committees, and indeed, with your Committees." It didn't work out during the summer, but I want to continuously do that -- meet, listen, and say, "Look, I'm thinking of initiating something in this area or this area or this area. I haven't even started, but I wanted to let you know that I'm working on it."

Do I think that the committees could come together? Of course. At times I'm not sure exactly when in this particular issue. When the rules and regulations on certification are primarily what I report to the board, that, in my opinion, has to be the forum for the changes of those regulations. It does not mean it is cast in cement. It does not mean that it is a one, two, three, and someone tries to ram something through. It is quite the antithesis.

ASSEMBLYMAN BOCCHINI: All right. I see we're standing on common ground, whether you choose to believe it or not. Let me just pause for one moment.

Since you have been serving as our Commissioner, I think you've been doing an excellent job. You're trying. I see things in there that have impressed me about you, and I've seen some things in there that I haven't been pleased with. But, that is life. We all live with that.

When I say we're standing on common ground, you're indicating, at least to me, unless I don't understand the English

language, that there is no reason why you shouldn't be able to take our suggestions or examine our suggestions. So, why not, as opposed to giving an appearance -- and I don't think that is your intent -- when you say in your comments that you don't want us to proceed with this, you're giving an appearance that you don't want any input from the Legislature. It upsets me when we say that, and I see a piece of legislation which establishes a commission, sets forth a thirty-five member body, puts forth a certain criteria as to how that body is going to be compiled, and then to turn around and ask you and your aide, in all due respect, and we're not sure if it is ten members you are talking about or fifteen members you are talking about. We're sort of left in limbo.

So, I think we can help you, and we can learn from you at the same time. Hopefully, in the long run, the State is going to be a benefactor.

I have one other question with reference to what Mildred indicated in relation to your comments. I agree with you and I agree with Assemblyman Rocco when we refer to the weekend crash course that doesn't serve any purpose. I'm trying to paraphrase, but I think you understand what I am referring to. If you take that, and then we come over to your proposal in relation to certification for those people coming from outside the trained traditional courses in education, we're going to give somebody a certificate to teach who passed a test and got five days of orientation before the opening of school. Now, I may be minimizing that, but that, in my estimation, is exactly what you said you would fight against. You were steadfast in your opinion. If you can differentiate between the two and clarify the difference, I personally would appreciate that, and I think the members of the joint Committee here would also.

COMMISSIONER COOPERMAN: Okay. On the so-called courses, that sprung up years ago -- there are salaried guys in the State, and I, for one, believe that an excellent should be put on a pedestal. Teaching is not an easy job; it is tough. Every cent that a teacher gets, he earns. They should get more.

I also believe that sometimes things happen which demean our profession. There are workshops -- one-day workshops, two-day

workshops. In fact, I think there are even some workshops put on by professional organizations where you can go to conferences, and sometimes boards will accept that as credits on the salary guide. So, what happens is, if your salary guide is not at a master's--

ASSEMBLYMAN BOCCHINI: (interrupting) I concede all that to you.

COMMISSIONER COOPERMAN: Okay. That is what I am concerting is a ripoff, a demeaning, and a lowering of standards on the course work. On the other hand, to say that someone is going to get a teaching certificate -- they get a five-days' orientation -- that, I think, makes for a good argument in setting up a straw man. But, it is far, far removed from what we are talking about.

We're saying that we should get a national panel. I'll just take one aspect of it. The national panel would decide, what are those things essential for a good teacher to do? -- essential for a beginning teacher. Let's say, for example, that they are saying special ed. Right now, it is important for a teacher to know about special ed, no matter what they are teaching. They might get that course in a university, and there might two years, or if they don't get a job right away, four or five years, until they teach. Then, they are supposed to remember from their course work and a paper and pencil test -- four years later -- about special ed.

There is a quote I have here. It will just take a second for me to read it. It was a guy by the name of Conant back in 1963, and he said, "Professors of education have not yet discovered or agreed upon a common body of knowledge that they all feel should be held by schoolteachers before the student takes his first full-time job. To put it another way, I find no reason to believe that students who have completed the sequence of courses in education in one college have considered the same or even a similar set of facts or principles in their contemporaries in another institution, even in the same state. Except for practice teaching and the work combined with it, I see no rational basis for a state prescription of the time devoted to education courses. These should be made available at the moment the potential teacher most needs the useful knowledge; that is, when he actually begins to teach."

I know that you said you were a teacher before you went to law school, so-- You know, Conant was the guru of education during the 1960s. What he was saying, and what we believe is, is if there are certain courses which our panel tells us should be in the university setting, they will be. However, we think in other areas.

For example, let me use the special ed area. If someone gets hired in April, May, or June, and he is a principal, and he sends this name to the Board and is hired, then that person may be given a reading package on special education. So, what is in that reading package equal to or exceeding complexity or difficulty of what the college course is? But, it is closer to where that person is going to apply it. There is not a two, three or four-year difference. So, what we're saying is, in the area, what is essential to know as a new teacher? You read it, you learn it. An orientation period is just part. You're on the job. You meet with the special ed team, you meet with the psychologist, and you meet and see kids who have learning handicaps.

The difference between the two points is, one is clearly a ripoff to get extra dollars on a salary guide rather than going back to the college and taking a rigorous course. That is what we're against.

On the other side, we think that some of the knowledge -- indeed, maybe all-- That someone should learn about essentials for the profession. It should be closer to the time that he is going to apply it. In other words, we believe essentially what Conant said.

ASSEMBLYMAN DORIA: At this point--

ASSEMBLYMAN BOCCHINI: Joe, if I could make just one more comment--

ASSEMBLYMAN DORIA: Yes, we will have one more comment from Assemblyman Bocchini, and then we'll hear from Assemblyman Palaia.

ASSEMBLYMAN BOCCHINI: I think you gave me a little razzle-dazzle in that one. In fairness to the other people who have questions, I'll forego anything else.

I just want to point out, and I think you may have read this: I just got this in the mail over the weekend.

ASSEMBLYWOMAN GARVIN: The pig in the poke?

ASSEMBLYMAN BOCCHINI: Right, the pig in the poke. I don't know if that was referred to prior to my getting here, but I sat down

New Jersey State Library

in my legislative office this morning and I read this. If you would like a copy of it, I would be glad to give you this one. You probably received it at your office.

There were some interesting questions in there and propositions made. I think in fairness to the people across this State, I worry about us being perceived as putting pie in the sky, thoughts out in front of the public, and the public turning around and saying, "Who the hell are they kidding? You're going to raise salaries. Where is the money coming from? You know, it is going to come from us the first year, and then we're going to decrease it."

How are we going to train these special teachers? I don't know; was that your quote, Joe, or John, in reference to making the children guinea pigs?

ASSEMBLYMAN ROCCO: Sure -- absolute guinea pigs. It is true.

ASSEMBLYMAN BOCCHINI: It was a good question. Those things, I think, need to be addressed, and I respect you, sir, very much so. But, I must tell you that I question why you can't support these two pieces of legislation. I have serious misgivings about somebody who sits here and admittedly says to us, "Yes, we should be able to have a dialogue. Your thoughts and your suggestions are important to me." And, that is just saying it, but then turning around and saying, "But, don't do it."

Thank you.

ASSEMBLYMAN DORIA: Thank you. Assemblyman Palaia?

ASSEMBLYMAN PALAIA: I'll be very brief, Mr. Chairman. Dr. Cooperman, I hope when you leave here today that you don't leave with the idea that just certification is the problem we are facing. I've had the privilege of coming up to your office on two different occasions to discuss your whole package with you, and I appreciate that opportunity.

We have other problems, obviously, in education. Certification just happens to be one of them. I know the bills that we are directed at today happen to deal with the commission and with certification, but you know, the rest of your package is just as important. I brought up the point about disruptive students, but at no

time -- and I discussed this with you -- did I see parental involvement. In all of these grandiose plans, I want to see those parents involved. I want to see those parents made accountable for their children. I don't think it is a one-way street where the school has the sole responsibility of educating that child. I think that at some point in time, those parents have to be involved. I don't care if it is a broken home or what. Those people have those children for the first five years of their lives, they bring them to us in school, and they say, "Now, make students out of them." It is very difficult to undo what has been done for five years.

As the process goes through in education, I think it is even more important that parents be involved with the education of their children. I see a lot of plans, but I'll be darned if I see the word "parents" even mentioned -- even in the President's big deal -- even in that. I say to him, where are parents in all of these things? Come on. It is a two-way street here. You give us cooperation at home, and possibly between the two of us, we might be able to arrive at a proper solution and a proper learning process for your child.

That man just sneezed. I think it is a great thing, because if you sneeze when you're talking, that means that what you are saying is true.

AUDIENCE: (laughter)

ASSEMBLYMAN ROCCO: That is an old Italian saying.

ASSEMBLYMAN PALAIA: That is an old Italian saying? Yes, then it must be true.

I just want to say, Dr. Cooperman, that I do appreciate your work. I agree with Assemblyman Boccini. I think you're doing a good job, too, and I know we're going through a hard time right now, but I still believe in the democratic process. In the long run, we're all going to be better for it, especially the students.

Thank you very much.

ASSEMBLYMAN DORIA: Assemblyman Naples?

ASSEMBLYMAN NAPLES: Very quickly-- What we're doing here is attempting to reconcile the tested with the innovative. In order to do that, it takes one hell of a lot of information. I'm sitting here trying to separate Gerard Naples, the Assemblyman, and Gerard Naples, the professional educator.

In order to do that, I need a great deal of information. To that end, I would like to know how the enactment and the signing into law of Mrs. Garvin's bill would in any way be incongruous with your position, inasmuch as you too, by your own admission, made a plethora of information?

COMMISSIONER COOPERMAN: The one thing I am going to do is go back and talk to Bob, as I said, but in studying this and on the recommendations made to me, it appears as if there are many studies out there which I think we have all read -- National Commission of States, Educational Commission, Project Equality, etc. -- so that, if we have read these committees and commissions, perhaps now is the time to look at those things and initiate. The Governor has set forth a number of initiatives, and we have many that are already being implemented now from the past year. We just thought that perhaps to have comment, to have constant conversation between us -- between the Senate Education Committee and the Assembly Education Committee -- as a constant by-play back and forth, is necessary. But, to have a thirty-five member commission to study what perhaps national studies have gone over was not that necessary.

ASSEMBLYMAN NAPLES: I think it is a question of interpretation. I think it is a question of coalescing here. Assemblyman Palaia mentioned something about who is responsible for what. You have to have people outside of the schools give testimony and participate in the evolution of a dialogue on what an effective school could be if a school is going to be a part of the community.

Let me give you an example. The other day I received a call at my office about some kids who were raising hell on the way home from school. It was a couple of blocks from school. Perhaps the "to and from" law might have to be amended. To that end, you have to have mayors, directors of public safety, and chiefs of police lend input. There is so much which has to be done. I think Mildred's bill is the vehicle to do that. Whereas you think it might conflict, I think it comports. I think when we put both the Legislative approach together, along with the Executive approach, -- and the two must work in tandem for our system to work -- I really don't see how the two are per se irreconcilable in any way whatsoever.

ASSEMBLYMAN DORIA: Assemblyman Wolf?

ASSEMBLYMAN WOLF: Welcome, Dr. Cooperman. Somebody told me a long time ago that in Administration, you say, "I'll take 50% of the credit, and 50% of the blame." I just have a few questions that maybe you can clarify and maybe they can be "yes" or "no."

Two people go to college. One goes into education, and the other one goes into a different profession. At the end of a period of time, you're proposing now that the person who went a different way, if they pass a test and whatever else, they then can become a certified teacher. Is that a "yes"?

COMMISSIONER COOPERMAN: It is more than a "yes". It is a "yes but".

ASSEMBLYMAN WOLF: Okay. If it is a "yes but", would it mean that they would then be certified in any area? Could they be kindergarten teachers, fifth grade teachers, computer teachers, music teachers, what have you? If they pass that test, they could--

COMMISSIONER COOPERMAN: That is a "yes but", too.

ASSEMBLYMAN WOLF: I think that is kind of an oversimplification of some of the general concerns for someone who says, "I want to be a teacher and devote all of my years for something," and someone else says, "Well, nuts, I'm going to go and make some money. I'm going into here." Maybe times are tough or whatever it might be. And, yes, they do love kids. Don't misunderstand me. But, "Yes, if I pass the test, then I can take from someone else." That Board of Education then has the right to hire that person because they passed that test. I think I have those two answers.

My third question deals with the \$18,500. Is the \$18,500 to be a minimum salary, and then therefore, all salaries will be moved up from there, or is it the proposal that \$18,500 would be for a number of years? I'm a little confused. I'm just wondering what your intent is, because I'm thinking of future negotiations of what the \$18,500 really means, and where you go from there? Do you stick the guides on top of the \$18,500 and then move up? What is your intent?

COMMISSIONER COOPERMAN: I know what the intent is, but how the Governor would submit it into legislation and what happens then, of course, I don't know. The whole intent was that beginning teachers were

underpaid. Beginning teachers in some places in the State are making \$12,000. When the certification issue is distinct and discreet from the salary issue-- In other words, the certification stands on its own merits. However, there is one link, and that is when the certification initiative is finally ready to be implemented, which would be September 1985 -- that is what we're talking about -- that there would be a basic salary level of \$18,500. Therefore, any teacher in the State in September of 1985 who passes the test would be able to make \$18,500.

In the Governor's speech, he said that this would be adjusted each year based on the cost of living. I think those were his words, but I haven't seen the legislation yet.

ASSEMBLYMAN ROCCO: It is a five-year phase out.

ASSEMBLYMAN WOLF: I understand the phase out, but what I am saying is, is if that is the starting salary, and someone has been there for ten years--

COMMISSIONER COOPERMAN: He would certainly want more money, and he would want to negotiate.

ASSEMBLYMAN WOLF: That is what I am saying.

COMMISSIONER COOPERMAN: Sure, if I am making \$17,000, if I've been there for ten years, the intent clearly is that if someone is making under the \$18,500 and has been there, they can take the test too in order to get up to the \$18,500. What will happen, I think, is that negotiations-- If I am a teacher and I have been there say ten years, and I am making \$18,600, and now everyone who is new can come in and make \$18,500, I will want more than \$18,600. So, yes, you are going to have an inertial effect on all salaries. That is the way I would see it.

ASSEMBLYMAN WOLF: Okay, that was my question. My last question is, do you believe that someone who passes a test would then qualify to become a teacher?

COMMISSIONER COOPERMAN: That was the "yes but", and I wasn't going to go back to it, but since you asked that, no, that is only part of it. There was one thing that I think was left out when you asked the question. You said it was a test to become a teacher when they really didn't want to become a teacher and someone else did. People change jobs. The Assemblyman here changed jobs from a teacher to a

lawyer. We all change jobs, and seldom will someone say, "I know at nineteen that that is what I'm going to be," and that is it. So, what we're saying -- and let me give you an example, which is one of many that we see in our office of people who are calling. Leo told me that he has

one person assigned now just to take calls from people who have wanted to consider teaching for years and years, and have been systematically blocked from it.

I'll give you two examples. Example number one, which you gave-- Someone goes through our teacher training and wants to be a drama teacher. He takes certain courses. He has gone through three months of practice teaching in his senior year, and now he is ready to do his fourth month. He says, "I want a job as a drama teacher."

Someone else who didn't know he wanted to become a drama teacher went to a school -- had outstanding grades, involved, a highly motivated person. He goes out and gets a job in, let's say, McCarter Theatre -- some local theatre group -- and he works for five or six years. He does everything in the theatre from soup to nuts, and he knows it cold. At the end of six years, he want to make a job change. Why? I'm not into his head. I don't know why he wants to make a job change, but he wants to become a teacher.

What we say is, "Now, you're both graduates of college. You've got that. You've both got to take a test so that we know we can screen out the marginally competent." Now, you've both done that. You've taken the test. Now you go to stage three. "You have got to have an interview." Here is where the principle is: The assistant superintendent, the superintendent, who want the best for kids, look at both of those people. If they chose the people who came through the normal route, do it. If that is the best person for kids, chose that person. However, if the best person is this person who went out and had a life's experience for five years, which makes him, in the opinion of the hirer, a dramatically better person, then he must have his first initial contact with teachers -- the three months. Put him on board for three months -- rigorous internship for three months. At the end of three months, or even less, if he doesn't shape up, out. But, if he does, you have an outstanding person with wide experience.

What you do is, you touch all the bases -- baccalaureate degree, passes a test, competes in an interview, and must do two things: must have some experience as to what effective teaching is, and what is essential to know about the profession.

We think the college route can be improved. We also think there should be an alternate route, and what we're saying is, for everyone to help us build that route. Don't deny us thousands of people who are capable and qualified who want to come in.

ASSEMBLYMAN WOLF: Thank you, Dr. Cooperman.

ASSEMBLYWOMAN GARVIN: Excuse me, how many new teachers did we hire this year in the State? You said thousands of teachers. Enrollments are down in some schools, and we have not added new classrooms in other schools, like urban districts, where we still have large classrooms. But, you're saying thousands of teachers.

LEO KLAGHOLZ: We only have information on the new hires each year, which is in the thousands, and ranges from 4, 5, or 6 each year. What we don't know is whether those positions are filled by persons who are already teachers somewhere else in the State. So, it is difficult to say how many new persons are hired.

COMMISSIONER COOPERMAN: One of the things that is very important to us is that it is the quality. If you were interviewing, what we want to say is: to give you the choice of people, some of whom right now you don't have a choice, in some areas, we have got emergencies. Assemblyman Rocco pointed them out. The emergencies today may not be emergencies in five years, and we might have other areas that have emergencies. In some areas, we have too many people certified, but what we want to do is to say, "Shouldn't our obligation to kids be to bring the most qualified and talented people into interview?" That is what we're trying to do.

ASSEMBLYMAN DORIA: At this point, Assemblyman Rocco has one more comment. I have two questions and then we are going to end the testimony from the Commissioner. Then we are going to start with testimony from everyone else. We're not going to break for lunch so that we can get to everyone who is here, because we want to make sure that everyone has the chance to speak.

Assemblyman Rocco?

ASSEMBLYMAN ROCCO: I think for purposes of public clarification, there are volumes, as I said before, of what a beginning teacher should know about the skills involved in the profession. When you keep mentioning that, it is as though it had never been done before, and this information is readily available.

Secondly, when you are talking about teaching reading to first and second grade children, I think you are in a different category where not having training can pose the problems I've already indicated to you. I'm certain it doesn't make you very happy to hear that I was selected National Legislator of the Year on the Republican side. I mention that simply because when I met with you in the past, and I'll meet with you in the future, I will always be opposed to a "Big Brother" mentality. I will always be for a decentralization of governmental powers.

COMMISSIONER COOPERMAN: I don't think the situation is decentralization versus centralization, Assemblyman. I think the question is quality and excellence. I would argue that a state that spends \$2 billion out of \$5 billion has some obligation to monitor their school districts. That is centralization.

I think on the other hand -- and I've said it so many times that I won't give you examples -- that basically, local control is where it is at. I'm concerned that if we would just say that the 120 courses or more, which are given our colleges now, are left just to the colleges to define what is essential to teach, I really have a concern with that. Just as you have a concern with some of my initiatives, I have a concern with what is going on in the undergraduate sector in teacher education.

We disagree. As I said, I think Higher Ed did a beautiful job in biting that bullet with the action they took. I think it is now up to us to follow it.

The second part of your concerns had to do with reading in the second grade. We may well find out from our panel, and we may well find out from the State experts, that when it comes down to reading in second grade, that should be a collegiate area. We'll bend to that. In fact, when we met, I think I said to you at that time that we saw this potential, and the potential to really do an outstanding job in our schools was skewed from grades seven to twelve.

ASSEMBLYMAN DORIA: Commissioner, I have a number of questions that I would like to ask very quickly. We are all concerned about the quality of education. We are all concerned about improving standards, and we are all concerned about more rigorous standards.

My first question deals with the regulations that were implemented in September. One of the problems that the colleges presently has is that they can't get a clarification from your Department -- specifically Mr. Klagholz -- of what should be done and how it should be done. There have been a number of meetings that were scheduled. Mr. Klagholz was supposed to appear at one of them, but he sent a representative, I understand. My question is, if we are interested in rigorously enforcing regulations, why not rigorously enforce what we have right now?

MR. KLAGHOLZ: Essentially, we have initiated a process in cooperation with the Department of Higher Education. There have been several communiques that have gone from both the Commissioner and the Chancellor to all of the teacher education programs outlining a procedure for submission of materials and a procedure for monitoring. We'll be making a progress report on that to the Board of Education this month, which will be similar to the one that the Chancellor presented to his Board.

ASSEMBLYMAN DORIA: Leo, it was supposed to be implemented this September. Why wasn't that done last May rather than getting the material right now and reviewing it after the implementation date?

MR. KLAGHOLZ: In fact, one of the problems has been the hiring of personnel in the two Departments through the reorganization, but--

ASSEMBLYMAN DORIA: (interrupting) So, you're not getting it done because you don't have the personnel.

MR. KLAGHOLZ: No, it is getting done. In fact, last June 9 the Commissioner sent his first communique to the colleges outlining a fairly specific procedure for this.

In terms of moving it along though, the standards were in effect for freshmen in September 1983, so all we have in the programs now are freshman who have been there for two weeks. There is not much specific to evaluate.

ASSEMBLYMAN DORIA: But again, we're trying to improve, so we're trying to get things planned as far ahead as we can, so that we don't do it at the last minute.

MR. KLAGHOLZ: Absolutely.

ASSEMBLYMAN DORIA: That is important. My next question would deal with some of the statements that the Commissioner has made. The presentation of the material that you have made, Commissioner, has been presented, at least from my point of view, as very jaundiced. Your plan has been presented as the only plan. You go on television, and you mention courses -- for instance, basket-weaving for teachers. You mention all these courses, but you don't mention the courses that most of the colleges implement and what all of the students have to take. Isn't that presenting one point of view and not the total picture?

COMMISSIONER COOPERMAN: Maybe I have to say that I apologize. I would have to look at the tapes again. The movement toward more rigorous academics as initiated by Higher Ed and endorsed by Education, I support 100%. I think it is a move in the right direction.

The courses, which I've read off, and I have them right here, are right out of the guides of the colleges. I've said that--

ASSEMBLYMAN DORIA: (interrupting) But, does this pertain to all colleges?

COMMISSIONER COOPERMAN: No, it went into--

ASSEMBLYMAN DORIA: Is it one college, two colleges, three colleges?

COMMISSIONER COOPERMAN: We went into every one of our State colleges, and we looked at these courses. We took it right out of the book.

ASSEMBLYMAN DORIA: Is that under the new program that was implemented this September?

COMMISSIONER COOPERMAN: It is as of this year. These courses are being offered.

ASSEMBLYMAN DORIA: But, it is not part of the new program.

COMMISSIONER COOPERMAN: I could ask Leo to discuss this. These have been a part of the new program, and it will depend upon our

power and tenacity versus, at times, the colleges as to whether they feel these courses can still stay in. We have some trouble with certain colleges.

Our main concern is not with any one course. What I have tried to say over and over again is that there are some courses required at college "A, but nowhere else. Some courses are required at college "B," but nowhere else. We're saying, why can't the colleges decide what is essential for that beginning teacher to know, so that teacher can teach that and not teach educational photography, environmental awareness-- The book is in art form--

ASSEMBLYMAN DORIA: Okay, we've heard them many times. You don't have to repeat them.

COMMISSIONER COOPERMAN: That is why there are concerns.

ASSEMBLYMAN DORIA: The next question deals with SAT's -- one of the things that the papers have played up. You have said many times that the students going into the education programs in the State of New Jersey have the second lowest SAT's. Where did that information come from? What is the study based on?

COMMISSIONER COOPERMAN: I'll let Leo answer that.

MR. KLAGHOLZ: In the past, Assemblyman, we have only had data on those sixty-two some odd thousand high school graduates who have taken the SAT's.

ASSEMBLYMAN DORIA: So, we're talking about--

MR. KLAGHOLZ: That is not this State.

ASSEMBLYMAN DORIA: Okay.

MR. KLAGHOLZ: In this instance, we attempted to go further than what is usually announced, and we obtained data on those who took the New Jersey College Basic Skills Placement Test. That means we limited our study to those students who are freshmen in New Jersey colleges.

ASSEMBLYMAN DORIA: Public colleges, not private colleges.

MR. KLAGHOLZ: Rutgers.

ASSEMBLYMAN DORIA: Public colleges -- Rutgers and the State colleges.

MR. KLAGHOLZ: Rutgers, NJIT, the State colleges, the community colleges, and a significant number of independent colleges.

ASSEMBLYMAN DORIA: How many independents?

MR. KLAGHOLZ: I'm not certain. The Higher Education sector can give you that.

ASSEMBLYMAN DORIA: The original statistics, as I understand, are based upon the information gleaned from students as they check off when they take the test in high school as to whether or not they plan to be a teacher. There is no knowledge in the original statistics if they ever did attend college or if they ever majored in education.

MR. KLAGHOLZ: That data has been largely unavailable from the colleges.

ASSEMBLYMAN DORIA: What I'm asking, Leo, is a very important question. We have been misleading the public in the State of New Jersey. The Department has mislead the public. What we're saying is, we're basing this on 62,000 students who plan to go to college, and who say they might major in education. We're not basing it necessarily on all of the students. Number one, we don't know if they have gone to college, and number two, we don't know if they did major in education.

MR. KLAGHOLZ: That is not correct. That is what it has been in the past. But, in this instance, what I am saying is--

ASSEMBLYMAN DORIA: In this instance this year--

MR. KLAGHOLZ: We were able to limit it to those students who were accepted by colleges, and we screened it down from those who might have said, "Education will be my third choice as a major."

ASSEMBLYMAN DORIA: I have a question. Do you think dissertation with this type of statistical information would be validly accepted?

MR. KLAGHOLZ: Yes, as we presented it.

ASSEMBLYMAN DORIA: But, it would be a question because it leaves out an entire quadrant of the population from the private colleges.

MR. KLAGHOLZ: On that one, the Department of Higher Education this month reviewed the data on the students who are actually majoring in teacher education programs. Chancellor Hollander reported to his Board on that this month, saying that those who actually majored in teacher education -- that that data tends to validate the Commissioner's--

ASSEMBLYMAN DORIA: We're just moving in that direction now, so that is what we have been presenting to the press up until this point -- up until the last few months. As Mildred pointed out, a person can check off that he wants to be an education major, and you need never know that he is an education major. People can go to private colleges and have 800's on the boards, but you never know that they are included in this.

ASSEMBLYMAN ROCCO: Joe, may I just interrupt here for a second? One of the things that really concerns me about this whole data base, because it has been used so often time and time again, and I've heard the Commissioner use it time and time again -- twenty-second out of twenty-four, and he goes through that whole stick-- These are juniors in high schools who are checking off a block on an SAT score. There is no question about the twenty-two out of twenty-four. The second portion of the data that you have is different, and we ought to clarify that there are a lot of community college students involved, and people may never end up in those programs.

What you actually should utilize, if you are good in research and empirical data, is who enters the marketplace? What are the scores of the graduating people who come out of programs which are prepared in the State? Trenton State, for instance, has a 950 just to get in, close to 100 points above the State average. Now, we have that data, and we're going to have more data by the time we finish. I think the data we have produced relative to exiting students is going to be much different than what you are portraying and painting for the public of the State of New Jersey.

ASSEMBLYMAN DORIA: I was going to follow up on what John said. The actual data should be data of the graduates of the programs, not the data of the individuals going into the programs. Many people can go into the programs, but not everyone comes out, whether they go to a community college or a four-year college.

What this entire discussion is meant to point out is that what we are doing here is, we are degrading the teachers in the State of New Jersey, degrading people who go into teacher education, and trying to build a debate case. I was very (inaudible) in doing that when I was in college -- to build a debate case and prove why we

shouldn't do this stuff, rather than trying to find out the facts and to realistically then have proper facts presented to the public. I think too often we have been doing that, and the newspapers, of course, have been eating it up. Bad news sells papers and good news doesn't.

I have one final question, and that question deals specifically with the implementation of the internship program under the guidelines discussed, and which would tie into my bill. We're talking now about running a rigorous program. We want rigorous standards. Right now we have twenty-five or thirty colleges that will provide teacher education. We're saying that we're having difficulty controlling the forces and what they are doing to their students. Do you think it is going to be easy to control 2,400 schools in six hundred and some odd school districts in the State? How are you going to implement an internship program? If you can't do it with such a small number of teacher colleges, how can you do it with such a large number of school boards where we already have problems? I can talk about one school district in my county that is an abomination to the whole world, and we can't control them. How are we going to control the poor teachers they put into the school district if we can't control what they are doing with their money?

COMMISSIONER COOPERMAN: I would like Leo to get to the first question about the SAT scores because we have the data -- every piece of information that we have been able to get -- and we have tried to state that in a forthright manner. I'll let Leo answer that.

ASSEMBLYMAN DORIA: Commissioner, I'm not saying you haven't tried to say it in a forthright manner. I'm saying that it has not been reported in a very forthright manner.

COMMISSIONER COOPERMAN: Okay, but we just want to tie that one up, Assemblyman. I'll try to get at the internship one.

MR. KLAGHOLZ: It has been difficult because colleges, for very good reasons, have been very reluctant to release data on the graduating students in order to protect the privacy of the students. Data that we have gotten often has excluded transfer students -- the Trenton State data, for example. But, what we will do is, we will proceed with that, request that kind of data, and attempt to get it, as you suggest.

ASSEMBLYMAN DORIA: Well, I think we should, and I think until we do, we should clarify the type of data that is presented to the public. Obviously, that is an injustice being done to the public of the State and an injustice being done to the people in these programs.

Now, let's go back to the rigorousness of the program of internship in trying to enforce it in some six hundred plus districts.

COMMISSIONER COOPERMAN: One of the concerns with the internship is that it be rigorous, and it should be rigorous in two ways: again, the quality control of the practice teaching that is essential for the men and women to know. The schools do the work anyway, so no matter what the situation, it is a myth that the college supervisors and the colleges are controlling this. They are not. In some districts, the college supervisors go around once or twice. They will come in and observe the students for a half-hour or an hour, and then go into the principals. Principals have told me this, and superintendents have told me this. They say, "You know the teacher. You're taking care of them. You're doing the work." So, no matter what system we have, ultimately it will be the people on the job who will be doing the work. It will be the teachers and the principals in the local districts, so we will have the same problem.

What we're trying to do is to bring a more rigorous structure to that, and if we can define in those two areas, we'll have a better shot at it.

ASSEMBLYMAN DORIA: As I understand it, we're talking then that we would have supervisors in the room everyday? Is that what we're referring?

COMMISSIONER COOPERMAN: No, the characteristics, as we've said over and over again, of our program are different. We're not going to have a teacher displaced for three months so that the children lose the continuity with that teacher. But, yes, what we are going to do is, we are going to have someone come into the classroom on a frequency basis for as much as--

ASSEMBLYMAN DORIA: I think the regulations call for what? -- every other week?

COMMISSIONER COOPERMAN: Pardon me?

ASSEMBLYMAN DORIA: Do the regulations call for every other week?

COMMISSIONER COOPERMAN: No, what we said was, during the first year -- and our internship program is not three months -- it is a year -- and, what we put up said, I think it was twice a week -- once with the principal and once with a collegial teacher to come into that room. Now, that is subject to debate; it is subject to scrutiny. We're going to have a panel of experts on it, and we've said that over and over again.

ASSEMBLYMAN DORIA: No, one of the things that presently-- I think we've taken too much of your time, and we've taken too much of the other witnesses' time. But, one of the things that I continuously hear is "panel of experts." Your expert and my expert can be two different experts. Most experts are consultants, if I remember correctly. My experience with most consultants is that they are rip-off artists. They tell you how to do things, but they can't do them themselves. It is somewhat like the old expression that was used about teachers.

What we're talking about here, again, is we're saying that student teachers went to classrooms and interrupted the instruction of the students. Well, sure, it has been that way, because the teacher of the class should be there working with the student teacher and following the same lessons. In fact, it should be better for the students. If you have twenty students in the class, and you have a teacher in the classroom who is working along with the student teacher -- cooperating with the student teacher -- then those two teachers are now working with twenty students, so the ratio of student to teacher is one to ten, instead of one to twenty. They should be working together as a team -- cooperating, performing the functions of the classroom in a proper manner. So, that isn't taking away from the students. It is being done in the proper manner.

What you are saying is, in many instances, it wasn't being done in the proper manner, and I'll agree with that. But, I'll tell you this much: If your program is put in, God forbid, that same problem will exist, and it will exist even more so because it will allow 657 districts in the State of New Jersey to decide how they are

going to review what is going on in those classrooms. I know some of these Boards of Education. Some of them are exceptionally good, but just like teaching, there are exceptionally good ones, and there are exceptionally bad ones. And, God forbid, what we will be doing with those exceptionally bad ones.

COMMISSIONER COOPERMAN: One of the things you said about the experts being consultants -- the State experts would be the people, to some degree, who would be chosen by the organizations, and of course, our hope would be that they would chose people who are knowledgeable about the issue and who would argue their points of view. Hopefully, they are going to come up with a good, rigorous program.

So, we would go to the school boards, to NJEA, and to the principals and supervisors, and ASA, and we would say, "Look, here is what the national panel of experts said. Now, how would you give us a rigorous program?" Again, we haven't even touched on the emergency. We've just talked about it and said, "Well, right now, they are only in bilingual, vocational, and special ed." Three years from now they could be in a math and a science and a something else.

It is almost an argument because right now, at this stage, you can't guarantee us an answer to every question. What is the alternative? The alternative now is, if there is an emergency, you don't need a baccalaureate degree; you don't need the courses, no matter how poor I think they are; you don't need quality control in practice teaching, because you don't even have to have practice teaching. So, at times, I agree that some of the questions are stimulating, and at times, it is, why isn't this perfect? We are not going to build a panacea. I don't think there are any, but I think together, no matter how that fleshes out, we have got to improve on the alternate route, make it tougher, protect the public, and open the doors to qualified people. They are out there, and we've got to find a way.

ASSEMBLYMAN DORIA: I think, Commissioner, at this point that we all agree that we need cooperation. I think we need to have input. I think that all of us are upset that we didn't have any input in the original proposals, because I think we probably could have helped you to flesh out a much more realistic proposal. From this point on, I

think, as far as serving notice, we are going to take an active role. Both of these bills, we feel, are very important. We feel that even though there are national commissions, we need a commission to study problems in the State of New Jersey, because New Jersey is not like the rest of the nation. We have our own meek problems and our own meek means, and we may come up with our own meek solutions.

We think we need to improve the certification process. I think this bill that I introduced does that. It answers a lot of questions about emergencies that even your regulations do get involved in, such as requiring continuing education for anybody who does get an emergency certificate. No matter what you do, you're going to have emergency certificates, because you haven't done away with them.

I think that what we're saying here is, we're concerned, we're the elected representatives of the people of the State of New Jersey, and we feel we should have a voice in this process. If we're not allowed a voice, we will make sure we do have one.

I want to thank you for your time. I want to apologize to everyone else. We'll go right to Edythe Fulton from the NJEA. From now on, we'll try to stay within the five-minute time frame.

Mildred has one or two more comments.

ASSEMBLYWOMAN GARVIN: I just wanted to thank the Commissioner for his presentation, and also his staff person.

EDYTHE A. FULTON: Thank you. I have some written testimony that I will submit. Instead of reading it to you, I think I will just submit that, and keep my comments to what has been said here. If you're only going to give me five minutes, Joe, I just don't know if I have enough time to say everything I want to say.

ASSEMBLYMAN DORIA: Well, try to keep it within the five minutes.

MS. FULTON: Well, I hope your questions will bring out some of the other things. The testimony, of course, centers around the quality checkpoints for future teachers, and I think it is self-explanatory. I hope that you will take some time to read it, but I do not wish to read it to you this morning. It is available for you.

I was at a symposium in the southern part of our State not too long ago where the staffer who worked on the National Commission of

Excellence report was asked how they got the name, and how the report was actually written, and what did they do to go about framing their results. I found a very disturbing answer, which I hope is not reflective of what we're here to talk about today.

The staffer said that the Commission had certain ideas about what they wanted to say in the final national report, and then they sought to get the data to support that. I found that to be a very alarming statement. I hope that what we're doing with our certification standards here in the State is not happening in that very same vein. There is a lot of data that has been referred to. I think we have heard some holes blown in that this morning, and I assume there will be a further gathering of information that will also support the notion that all the glitters is not gold. Perhaps some of this data really has been leveled at the colleges and the students and at the current teaching profession. I feel that it leaves a lot to be desired in its authenticity, and in fact, in its substantive base.

The pet project that was referred to by the Governor is an unfortunate phrase, I think, because there are 100,000 people in this State who make a living at education. It is not our pet project. The experts who are going to be called in on the Commissioner's plan supposedly someone said-- An expert is anyone who lives more than twenty-five miles away from the scene of the meeting. However, I'm sure there are people who consider themselves experts in the field of education. I would like to know how many of them stepped into that second-grade classroom, John, that you referred to, and I want to know how many stayed there for any length of time?

So, we can talk about the body of knowledge, and I think the colleges do that -- the body of knowledge that it takes to be an effective teacher. There are a lot of good things out there about that. But, I think that is contained in the preparation programs in our colleges.

We supported the standards that were adopted. We, too, question why the implementation has taken so long, and why there has not been a bite in that implementation, rather than a report that is to be submitted this November 15 by the colleges. We have freshmen in

programs who admittedly said here today that they may not have a program to be in next year. That is an unfortunate thing to do to our college freshmen right now.

There is no better person to talk to about the alternate route, since you may or may not have read about me in the paper. I am a provisionally certified teacher from the 1960s -- in fact, 1966 -- when, in fact, the statistics and the shortages for teacher education were such that, indeed, we did have people coming into the profession in an alternate route that has always existed.

The thing is, I asked for no waiving of standards, and I satisfied every standard that was in place at that time. I can tell you firsthand that the first year my kids, perhaps, were guinea pigs, and I did practice on them. Luckily, I think I had the talent, the direction, and the help from the classroom teachers in my school on their own time -- it was not mandated. That is where many of our new people look to for help once they are in the schools. I can tell you that indeed, I believe that the route through the college preparation program would have been the best way to come into the profession.

But, we're talking about a different time and a different place. Today, we're talking about raising of standards, and that has been the mode that I have heard as a classroom teacher and as a President of the New Jersey Education Association. We have heard nothing in the past five or six years, in particular, that has said we should ever lower standards. In fact, there has been talk about recertifying teachers in the present classroom, and there has been talk about adding credentials for even staying in the classroom.

We have had our differences over some of those proposals, but we supported the raise in the standard that the Higher Ed Department recommended and that the Boards passed. We look to that happening. As it stands now, I believe, statutorily there are nine credits already required by statute. Those are six in reading and three in multi-ethnic studies. I assume that those would be wiped out. Particularly the ones in reading, I think, are important when we are talking about people in the current profession in the elementary grades.

We are talking about displacing regular teachers in this new plan by perhaps three months of the time they have a practice teacher. I've had student teachers. It was not a vacation for me as a classroom teacher, and if it were, then it was up to my administration to crack down and say, "Hey, that is not what it is all about." It was not a vacation. She observed me, we worked together in the classroom, and we began, as the weeks went on, to team-teach certain subjects. I assigned her certain subjects to take over during that six-week period, and eventually, during the last two weeks, when she took over the full-time classroom -- and I gave her the latitude to do that, or at least the young lady I have in mind -- so she could actually have the feel of being alone with those children for a period of time. It was well supervised by the college at the time, and in fact, the young lady in question is now a tenure teacher in my district, having passed up maybe more lucrative offers in some of the larger districts in this State because she found a setting that she would like to teach in, and therefore, she did accept a job.

I must say that in my days prior to the time when I became provisionally certified, I had substituted for two and one-half years and had actually been observed by many administrators as a substitute to see if I should even be there as a substitute. I think that was a good practice.

So, I did not go in as an emergency. I went as a provisional with ten credits under my belt from the then Newark State College, the now Kean College. Perhaps I can speak to it from a very personal level and a very credible level as saying it was not the best way to do it.

I hope that the--

ASSEMBLYMAN DORIA: Edie, if you would stay on the bill-- You have another minute or so.

MS. FULTON: Okay. Let me summarize what we have in our testimony.

While it is possible, I think, that substandard students, -- and I'm talking about the attack really on the students in today's programs, who may try to enter the teacher training program-- It is certainly not true that all trainees are substandard. Most today are bright and dedicated young people who will become excellent teachers, given the opportunity to pursue that in a very positive manner.

If there are substandard education majors now in the pipeline, then this practice, of course, should be stopped immediately. I think the bill comes a long way. In fact, if we look at the comparisons, the Commissioner's bill says he will bring in people with more depth in their subject fields into the existing routes. Let's compare some of the data.

In the Teacher Licensing Plan, the Commissioner's applicant must have a Bachelor's Degree, and of course, the schools of education have the same requirement. The Cooperman Plan sets no minimum grade point average. The new regulations set a 2.5. Your bill goes far beyond that to a 2.8. In this area, the Cooperman Plan would be the weakest.

Under the Commissioner's proposal, the applicants are given a license if they pass a single-matter subject test. This is clearly not as rigorous as the standards that you have set forth.

In the Commissioner's proposed rules, a degree holder needs only 18 credits in the subject matter major. In the school of education, a student must take at least 30 credits. That is four courses more in a major field than in the Cooperman proposal. I think it will give us more beginning teachers with greater depth in subject matter than less.

The Commissioner's Plan, I think, has other weaknesses. The test passer would be given, of course, as we said, the five day's of orientation, which is no less a crash course than any other one-day workshop that was referred to before. It offers no details on what the intern should learn during his year-long internship, and it would not necessarily be standardized across the State in the many districts that might be taking advantage of this new proposal.

The statistics for emergency provision certificates, I would just like to allude to. They were listed as 1,726 in the Commissioner's documents. I think that those were taken from the 1981-1982 statistics. We have a document which shows that last year, there were only 1,221 emergency or provisional certificates, and most of those came in the areas of vo-tech, English as a second language, and bilingual education. As a matter of fact, science/math emergency certification or provisional dropped to a figure of 120 certificates.

So indeed, we haven't seen a climb necessarily in the provisional route being used for those areas which we are told have the greatest shortage, which may be science and math, but they have been in the vocational and technical areas.

I think that the alternate routes have always been there. The people who are now in private education have time, I believe, to take advantage of course work that they might need to get that certification. Therefore, I think that the bills-- And, may I compliment your bill on establishing a broad-based commission to look into this, along with Joe Doria's bill in upgrading rigorous standards. I think both bills are necessary, and we support both. Our testimony, of course, is in more detailed information as to just how we go about that.

I appreciate the opportunity to share this information with you.

ASSEMBLYMAN DORIA: Thank you.

ASSEMBLYWOMAN GARVIN: Thank you very much. In your emergency certificates, you mentioned special ed.

MS. FULTON: Special education--

ASSEMBLYWOMAN GARVIN: Is that a part of those 1,200 people who have emergency certificates?

MS. FULTON: Other fields, which I assume would cover special ed, says seventy-one, so we have educational services, but that is not exactly special ed. I would have to say that maybe the special education would cover that, and that is down to seventy-one.

ASSEMBLYWOMAN GARVIN: Okay, thank you very much. I also wanted to comment about one of the things you have in your report that I think is very important for the members who didn't get to review it -- namely, that some of the reports that we have been hearing about don't contradict themselves. So, therefore, I think that pointing that out is very important, because a lot people, in reading all of these headlines and all of these studies, are not aware. They make a comparative analysis. One says one thing, and the other one says another.

MS. FULTON: As a matter of fact, Assemblywoman Garvin, what we've done in New Jersey has probably implemented already some of those National Commission Report recommendations, such as more rigorous standards for high school graduation and upgrading and toughening college preparation courses. So, we have already in New Jersey begun to do that several years before that report was even in print.

ASSEMBLYWOMAN GARVIN: I have just one other question then that you do not have to answer. As I have been involved with you and this whole certification bit, would you in any way compare the number of teachers who would be involved if the Commissioner's proposal wanted to fly? Are we talking about a Continental Airlines process? Do you understand what I am saying? Are we talking about a process that could get rid of people who are presently working in our school systems, because I've already said we could retrain what we have? Everytime I see where we are bringing in new people -- and I hate to use the word "union busted" -- that is not a nice word -- but, do you see something here to bring in some people who may have leadership?

MS. FULTON: I would not like to believe that that is the basis for this proposal. I would like to give a benefit of the doubt to the fact that that is not the basis. We are looking for some other ways to go -- some improvements, some reforms. I just happen to believe that this particular plan, if it were part "G" of an "A" to "G" proposal, might have some validity. But, as it stands alone, I would hope that what you are saying is not so. There is a possibility that we would have to look down the road to see whether there is some ulterior motive. I would hope not.

ASSEMBLYWOMAN GARVIN: I would hope not too. Thank you.

ASSEMBLYMAN ROCCO: Edie, I have a couple of questions. Number one, your information that you've provided helps to clarify so much misinformation that has gone out to the public. Misinformation concerns me as much as anything that has occurred in this whole process. The data that we are gathering and the information that we are putting together are going to give a totally different picture to the public, because the presentations made out of the Department continually talk about these 1,700 emergencies -- implying that there are all kinds of unqualified people in the process. So, I think that

kind of information is very critical, especially the information about student teaching.

I think your clarification of student teaching is very pertinent. The Commissioner will lead you to believe that when a student teacher walks in the room, the cooperating teacher leaves. And, that is wrong. That is misinformation, and I'm surprised that he would do that. We all know that the cooperating teacher stays in the classroom and works in developing the program for the children. The student teacher works under the supervision of that cooperating teacher. You clarified that. It is so critically important for the public at large.

I would also like to say that your Association has taken in this discussion what I consider to be one of a very professional concern, because there is, if you look at the total picture, little to be gained by NJEA. Whoever comes into the classroom probably is going to ultimately end up in the Association. It seems to me that your involvement here is really concern about the profession, and I think that NJEA ought to be complimented on that.

MS. FULTON: Thank you, John.

ASSEMBLYMAN DORIA: Are there any other comments? (no response) I would just like to thank you for your testimony. The important thing that all of us are concerned about is quality education for the young people in the State. I think the Association should be commended for its interest. It is necessary to have some counterbalancing force against proposals that are presented as being for discussion and input from other sources. So, we want to thank you.

MS. FULTON: I would just like to make one more comment about the input. I think that had it been given a year ago and had we all worked down this path together, we would not be sitting here today.

We felt that when the Commissioner came in that he was accessible, and we have worked on several committees -- the Monitoring Manual, for instance -- and we did ask why we weren't included on this on some kind of a commission basis. Unfortunately, the answer was that then you would have to take the advice of that commission. Now, that is unfortunate, but we can put that aside and all work together, I think, for the best interests of the profession.

Thank you very much.

ASSEMBLYMAN DORIA: Thank you very much. At this point, we have Assemblyman Bennett Mazur who wishes to testify. We will get to everyone else, and we will try to keep the testimony to five minutes.

ASSEMBLYMAN D. BENNETT MAZUR: I have some copies of my comments. Thank you. I appreciate the opportunity to come to this hearing on A-3851 and A-3974, two bills which I certainly very much support. I wanted to speak about them and basically about my bills which dovetail with them in support of them. Generally, I want to speak about the educational situation in our country and our State.

America is only tangentially aware that there is an impending crisis in education. This crisis revolves around the teaching profession, which for the last few years, has been the subject of considerable abuse by both political and educational officials and by members of the media.

This crisis is particularly acute in the teaching of mathematics and science. Young people seeking a profession today are turning to fields other than teaching where the remuneration for their investment of many years in colleges and universities will far exceed the salaries offered to them by the local school boards and administrators. Local school districts are bound by budget caps and underfunding of school-aid formulas. In addition, there is a reluctance on the part of the general public to approve school budgets and to return to office trustees who advocate greater spending for education, particularly for teacher salaries.

Graduating math and science teachers with a master's degree are offered starting salaries anywhere from one-third to one-half that of the prevailing wage in industry for someone with the same credentials. It comes then as no surprise that in 1981, New Jersey's six largest State colleges graduated a total of twenty science teachers. In 1978, the figure was ninety-nine. It had fallen from ninety-nine to twenty, and I understand this year, there is only a handful of science graduates.

There is no need to find shortcuts to certify teachers, to attract bright young people into teaching professions, as proposed. It is evident that just compensation, rather than certification, is the problem.

Will our school districts and parents be willing to hire semi-teachers to educate their children? Will a chemist with ten years' experience in a laboratory with very little communication with other personnel be capable of developing teaching techniques which would encourage and enthuse our children to learn? Without proper training in psychology, would a disruptive child be dealt with properly? The valuable training received in a full-time four-year program cannot be replaced.

Good teachers are fundamental to quality education. When 24% of our teachers say they would continue teaching until something better comes along, they mean "where they would receive a better salary for their services." According to the Carnegie Report, 37% of the Bachelor of Arts degrees awarded to education graduates in 1971 had fallen to 12% by 1981. That is from 1971 to 1981. The report also showed that the Scholastic Aptitude Test scores for college-bound teacher candidates had fallen from fifty-nine points below the national average to eighty points in 1982.

There are many fine, experienced teachers in this country today who are being dismissed because of declining school enrollments. Many teachers could be and would be willing to be retrained if the opportunity and costs were borne by the State, and they would also be willing to pledge staying with the school districts for five years or some specified length of time in exchange for the cost of their education. I have introduced legislation, A-3789, to provide a wide-scale program along these lines.

In July, I also introduced Assembly Bill 3788, which would make it possible for our school districts to vastly improve their science and math offerings, while retaining the services of their most skilled and experienced teachers. These two bills were part of a four-bill package, but only two are germane actually to the discussion here today.

The first measure, A-3789, spells out the types of teachers who would be eligible for retraining under the program, and how the program would be financed. This bill would apply to:

1. Teachers who have undergraduate degrees in math and science would be brought up to date in their fields.
2. Teachers who don't have undergraduate majors in math and science, but who are certified to teach those subjects.
3. Teachers who have substandard or emergency certification to teach math and science, and,
4. Teachers who teach courses other than math and science who have been terminated through reduction-in-force programs, but wish to continue teaching by earning certification in math and science.

Under this bill, boards of education would be required to pay half of the cost of tuition for each teacher to be retrained. The State would pay the rest and all additional fees, including a \$1000 stipend per teacher to those attending intensive summer programs. However, this may be amended in Committee.

Additionally, this measure seeks to protect the taxpayers' investment by requiring that teachers who participate must also agree to teach math or science for five years in the school district. If they do not fulfill the obligation, they would have to repay the cost of their tuition and fees on a pro rata basis.

This math and science initiative is a direct response to the findings of the many professional associations and study commissions which recommended a reemphasis on math and science instruction. The estimated training costs would be \$17 million over a five-year period, an extremely modest price for so generous a program.

It is education which makes the human mind and hand far more productive. Our education needs will be partly resolved when we value our teachers more highly and admit that better compensation and support for teachers will bring to our society more productive and effective citizens. We must invest today in our future -- in all areas of education, including our teachers. I believe these bills are a worthy beginning.

ASSEMBLYMAN DORIA: Thank you, Assemblyman Mazur. We appreciate your comments. There is no question that your two bills present viable alternatives to some of the suggestions made by the Commissioner. They would fit in very much with the teacher certification bill that I recommended, and they would also tie into Mrs. Garvin's bill on trying to come up with some alternate means in getting some information in the State.

As was said earlier, it was reported that we study the problems in the State in New Jersey and see what uniquely can be done in this State, rather than just look at the national problems.

Are there any questions or comments from the Committee members? (no response)

Thank you very much.

ASSEMBLYMAN MAZUR: I thank you.

ASSEMBLYMAN DORIA: At this time, I call on Laurie Fitchett, New Jersey Parent/Teachers Association.

L A U R I E F I T C H E T T: I will abide by your wishes, and my testimony will be four minutes.

ASSEMBLYMAN DORIA: Thank you.

MS. FITCHETT: I am Laurie Fitchett appearing before you, representing the PTA, whose 225,000 members comprise the largest volunteer organization in the State dedicated to working for the benefit of all children and youth.

I thank you for the opportunity to come before you today. After reviewing the teacher certification proposal presented by Commissioner Saul Cooperman and having many of our questions answered, the New Jersey PTA supports the concept of upgrading current teacher certification and providing an alternative route for certifying teachers. We are in the process of gathering input from our members, and we plan to testify at the State Board of Education hearing on November 16.

Because a reform in teacher licensing, including expanding the pool of candidates, is necessary now, the New Jersey PTA opposes both A-3974 and A-3851, as currently written. That does not mean we oppose all aspects of this legislation.

Bill A-3974, which sets forth more rigorous requirements for certifying teachers, also freezes the present system into law and prevents alternative methods for certification. We find this totally unacceptable. While we support more rigorous standards for teacher certification, we also support an alternative route for licensing teachers. Critical teacher shortages exist now in areas such as math, science, computer science, and bilingual, and an alternative route would expand the pool of candidates available.

Also, A-3974 continues the practice of emergency certification whereby a person with no degree or training can teach in a classroom, and currently 1700 emergency certificates have been issued. I realize that they are in very specific areas of shortage. The Commissioner's proposal would eliminate transcript evaluation and emergency certification.

The State Board of Education is studying Commissioner Cooperman's proposal in depth and is seeking input from individuals and organizations. Bill A-3974 stipulates that upgrading the teacher certification system and setting it into law is the only way to go. New Jersey PTA does not agree. For example, more rigorous requirements could possibly result in fewer qualified candidates, and therefore, more emergency certificates would have to be issued. We feel that we should have the right to consider an alternative teacher-licensing route, and A-3974 takes away that right.

A-3851 creates a commission to study the recommendations of national commissions and task forces on education. This bill specifically lists the organizations who are to be represented on that list. As the largest child advocate organization the State with no vested interests, we feel that this omission is an injustice to our many dedicated volunteers and deserves an explanation to our many dedicated volunteers. I realize Assemblywoman Garvin's bill is not cast in stone. I realize that hopefully she will reconsider, and add our organization to her list.

Many groups and organizations are already studying the several national reports on education, and A-3851 sets up a commission to do the same and make recommendations to the Legislature. However, A-3851 specifically states that special attention be given to the

preparation and training of quality teachers. This bill would effectively delay any changes in teacher certification. As stated before, the proposal by Commissioner Cooperman is currently being studied, and the State Board of Education will not act before April 1984 for implementation in September 1985. The Commissioner's proposal calls for a team of experts, including those involved in the national education reports, to set up guidelines. Bill A-3851 would delay any changes for at least two years, and the teaching crisis which we are now facing will get worse, not better, in the interim.

The New Jersey PTA would be very happy to participate in this study. We just feel that in this one particular area, the process should be permitted to move forward now. The New Jersey PTA is keenly aware of the importance of a good education for all of our students, so that they are provided with the knowledge and skills which are necessary to meet the needs of today's society. Therefore, for the reasons given, we oppose both A-3974 and A-3851 as presently written.

ASSEMBLYMAN DORIA: Thank you very much, Mrs. Fitchett. Just for clarification -- I'm sure I could speak for the sponsors of the bills. I'm sure that in A-3851, it was an oversight that the New Jersey PTA was not included, and obviously, they will be included in the bill if it were to pass. That I can answer right away.

MS. FITCHETT: We appreciate that. The reason I had to put that in was because I was requested to do so. They were very upset.

ASSEMBLYMAN DORIA: I can understand, and as I said, I would guess that it was an oversight. That can be easily rectified.

Just one other clarification: The Commissioner's guidelines, as I understand them, will not do away with emergency certification. All it will do is this: Hopefully, there will be no need for it because there will be an alternative route. But, it does not do away with emergency certification. It will still exist as it presently exists without any controls over it. I would check that with the Commissioner, but that is my understanding, and I think that is the understanding of a number of other individuals in our discussions with them. Emergency certification will still remain, and your organization should check into that.

MS. FITCHETT: We have. I have the proposal, and I wasn't here to debate it. But, the emergency certification route would be eliminated, as would the transcript evaluation, according to the Commissioner's proposal.

ASSEMBLYMAN DORIA: It will not.

MS. FITCHETT: I will check.

ASSEMBLYMAN DORIA: I would ask you to check that again, because we have gone over that very carefully, and it definitely will not. There still will be emergency certification. It is the hope that this alternative route will solve that problem, but it doesn't guarantee it.

Okay, are there any other questions from the Committee members? (no response)

We thank you, and we obviously agree with you that the concept is good, but we do think that the PTA should be aware of some of the problems that will exist with the Commissioner's proposal.

MS. FITCHETT: Yes, we're starting it in detail right now.

ASSEMBLYMAN DORIA: Okay, thank you. Next I would like to call Dr. Shirley O'Day. Is Dr. O'Day here?

D R. S H I R L E Y O' D A Y: I want to thank the members of the Assembly Education Committee and the Assembly Higher Education Committee for allowing the citizens of New Jersey to speak at this public hearing.

I would like to particularly speak to Assembly Bill 3974. I agree totally with the purpose of the bill; that is, to ensure that programs "for the preparation of teachers meet rigorous standards and that individuals entering the teaching profession are of the highest quality. If this bill is a response to the Cooperman proposal for an alternative route to teacher selection, I fully support your concern. The Cooperman proposal assumes that a teacher does not need any knowledge of learning theories, needs no knowledge of effective teaching strategies, does not have to know motivational techniques, nor does a teacher have to know the process of curriculum planning.

The Cooperman Plan assumes that passing a test qualifies anyone to be a teacher. If that is true, perhaps teachers do not even need a college education. They can just study the specific subject matter, pass the test, and then teach our children.

However, I am not here to speak about the Cooperman proposal. I'm here to express my concerns about Bill 3974.

Our elected politicians should be concerned about the education in our State, especially those sitting on the Education Committee. However, I am distressed that you have felt it necessary as elected officials to propose a bill to regulate teacher certification or licensure. I don't think you have approached licensure in other professional fields in the same manner, such as for medical doctors, nurses, lawyers, or engineers.

Would it more appropriate to sponsor a resolution that supports the certification of teachers which is in effect for this year's college freshmen -- that is, the regulations adopted by the Department of Education and the Department of Higher Education in 1982? These regulations should provide that teachers entering the profession are of the highest quality, both in the subject matter or academic area and the professional education area.

By the way, I know of at least one college that did implement the new standards beginning September 1, 1983, and I'm sure there are others.

This bill, A-3974, since it states it would be effective as of the date of passage of the act, would place present sophomore, junior, and senior students presently in teacher education programs in a difficult situation. They have been pursuing a certification program under one set of guidelines and now must meet a different set of guidelines. In the past, whenever standards have been changed in any teacher certification area, full-time matriculated students presently enrolled in the program remain with the previous standards and new students must comply with the new standards.

However, my primary problem with Bill 3974 is that it is a bill. I question persons in elected political positions who make something into law concerning education that is as specific as this proposal. To me, it is potentially a dangerous step to take in democracy. I'm sure this Committee would not, but the next Committee may decide to have a bill describing the curriculum and may even decide which textbooks to use or not to use. It seems to me that it is more appropriate for the legislative bodies to set up a commission to study

the educational problems which have been proposed in the other bill, which, in turn, will make recommendations to the appropriate groups -- the Department of Education and/or the Department of Higher Education -- for action. This was done with the present "Standards for State Approval for Teacher Education."

If this bill is enacted, then everytime standards are changed, will it mean the change has to go before the Senate and the Assembly? If the teacher certification standards are kept within the realm of the respective State Education Departments, then after examination and evaluation, standards could be changed and upgraded without the problem of legislative action. As a teacher educator, I ask you to change the bill to a resolution supporting the present effective standards and insist that these standards be implemented as they should have been on September 1, as you have presented in the statement at the conclusion of your bill.

Thank you.

ASSEMBLYMAN DORIA: I would just like to clarify that. The reason that this was done was obviously in response to the proposal of Commissioner Cooperman. The reason why it was not made into a resolution was because a resolution has no effect on the law. Anyone can pass resolutions until he is blue in the face, but the State Board of Education and the Commissioner can do whatever they want.

We were well aware of the fact that we were making a law of regulations. We did that for a specific purpose. That was so that we could discuss this matter at an open public hearing. We are aware of what the implications are; however, we feel that they are important enough for us to get involved in because of what is going on.

We have done some other things, such as nursing a few other fields where we felt that one of the governing bodies in that field was not doing the job that they should have been doing. We're aware of the fact of what is taking place; however, whether this bill becomes law or it does not become law is a matter right now of debate. But, I think we were aware of what we were doing at the time, and we did it for a very specific purpose.

MS. O'DAY: I think it is certainly serving its purpose. You are getting a lot of comment.

ASSEMBLYMAN DORIA: Thank you. Assemblyman Palaia?

ASSEMBLYMAN PALAIA: Dr. O'Day, I just want to question you about one phase of your speech.

You know, if we, as legislators, are going to have to provide the funds for any type of program, and the bottom line is, whatever we provide, that is the kind of program they can have, and people elect us to do that job, then I think that at some point in time, we had better be involved in what the process is. Maybe some people will interpret that we are overstepping our bounds as legislators by getting into an area such as education -- that many of our members -- the Committee excluded obviously -- are not aware of education and should not be involved in it. Still the bottom line is, people are going to come back to us and say, "Hey, Assemblyman Palaia, you appropriated one-third of a \$7 billion dollar budget for education. Can you tell me what it is all about, and what have you done to correct it?" And, I sit back and say, "Hey, I just provide the money. Somebody else makes the decisions."

I question that theory; I question that philosophy, because I really believe-- I sit here as not only a representative of the eleventh district, but as a representative of the entire State of New Jersey. I just feel, Dr. O'Day, that we, as legislators had better be involved -- not overstep our bounds. You made a couple of good statements about that, and I agree with you. But, I think that at some point in time, we, as legislators, are going to have to foot the bill. We had better know damn well what we are footing the bill for.

I think certification is only one small phase of the overall problem. I just feel that as legislators, we should know what is going on. If we have suggestions to make-- And, maybe the bill does go too far, but that is what public hearings are all about.

Whether I am going to vote to release it or not, Dr. O'Day, I'll tell you right now, I've heard some good points here today, your's included.

Thank you.

ASSEMBLYMAN DORIA: Thank you. At this point, I would like to call on Dr. Edward Watts, representing New Jersey Principals and Supervisors Association.

D R. E D W A R D W A T T S: Mrs. Garvin, in absence, Mr. Doria, and members of the Joint Committee, I am Edward Watts, President of the New Jersey Principals and Supervisors Association which represents over 4,000 principals and supervisors in New Jersey. I am pleased to have this opportunity to address the two bills which are the subject for discussion today.

I'm going to help you shorten the agenda by not repeating my written comments in their entirety, and in particular, by omitting the introductory phase of my testimony, which is merely background information.

I would like to comment now on Bill A-3851. The Principals and Supervisors Association interprets this bill as one which will create a thirty-five person statewide commission of legislators, educators and selected citizens to examine and evaluate the recommendations of the various national studies in light of New Jersey's experience, needs, and strengths. Hopefully, such a commission's study would provide guidance for the future direction of education in New Jersey.

As we read this bill, the proposed commission would be nonpartisan, and its purposes would not duplicate the work of the Governor's Leadership Commission. The work of these two commissions must be coordinated so that the results will be an aggressive effort to do what is best for the youngsters of New Jersey.

It is with this concern that we would suggest that the Committee consider changing the timetable suggested in the bill. The Principals and Supervisors Association has a concern that to designate members of a commission in this 200th session to report to a new Legislature, may effect the continuity of membership on the commission and negate its effectiveness.

We also believe that the commission's study envisioned in this bill does not need over a year to report its findings. Unnecessary delay ignores the immediacy of the problem and could cause a further crisis.

The Principals and Supervisors Association recommends that the commission, as proposed in A-3851, develop a concurrent timeline with the Governor's Commission. This would encourage a mutual effort

and recognition of each commission's purpose, and it would provide New Jersey with a more complete picture of what is needed to improve education

In principle, we could support A-3851 as a useful initiative if the recommended changes are made. We also would not want it to hinder the present proposals being made to improve the training and retention of quality teachers.

Before leaving that bill, I would just like to add that although the bill provides representation of our Association, I would suggest that the Committee look at the membership of principals in that Association. If we are to believe some of the effective school research and the importance of leadership at the building level, I would suggest that it reflect more than one principal. A suggestion -- maybe one secondary and one elementary, in addition to our Association representation.

Let me move now to Bill A-3974. The purpose of this bill identified in the statement "is to ensure that programs in New Jersey colleges for the preparation of teachers meet rigorous standards and that individuals entering the teaching profession are of the highest quality." The members of PSA cannot argue with the purpose of this bill because we have seen the statistics and have evidenced first-hand the problems associated with recruiting quality teachers.

For this reason, we support the changes in the regulations on teacher preparation programs that are now being implemented. We saw the rising of requirements for pre-service teachers as a means to upgrade the quality of new teachers. We anticipate and await positive results.

PSA does not believe that the provisions of A-3974 will more effectively ensure standards of excellence in our future teachers. The bill requires successful passage of a comprehensive test, but only for undergraduate students. We would support a test for all persons entering the profession.

This bill also requires college teacher preparation programs to demonstrate that their curriculum reflects the most recent research available on effective schools. PSA questions this because the language permits colleges to continue to create and modify curricula

individually without any coordination or agreement on what is essential for the training of good teachers.

Section 3 of the bill mandates a bachelor's degree as a prerequisite to being able to teach. We support this requirement wholeheartedly. However, the bill makes exception when certified candidates are not available. Then, as long as the candidate is in good standing and progressing in a degree-granting program, he or she can be given a temporary certificate. Hypothetically, a district could have an eighteen-year-old graduate attending college at night and teaching during the day under such a provision. The Principals and Supervisors Association strongly urges the elimination of the current emergency certification route. Parenthetically, might I add, Mr. Doria, it is also our understanding that the Commissioner's proposal will eliminate this, even though you insisted two witnesses ago that this was not true. I suggest we both look into that provision.

Under current law, rules and regulations promulgated by the Department of Education follow a procedure for proposal, public hearings, and adoption. This process is flexible for amending regulations, but guarantees an automatic thorough review and evaluation after a period time. Conversely, the statute is subject to change at anytime, but it has no guarantees of review and revision in a designated period time. PSA, therefore, does not support A-3974 because it removes one subchapter of the Administrative Code from the regulatory process. We believe that the intent and spirit of the changes proposed in A-3974 have been addressed with the rule changes of 1982. Any changes can be achieved through the rules process on certification that is now in progress.

I thank you again for allowing my Association to be represented here today, and I would appreciate any questions you might have.

ASSEMBLYMAN DORIA: Mr. Watts, thank you for your presentation. I have just checked with a number of the Committee members, and all of us, having gone through the process with the Commissioner-- He may have said something very different to you than he did to us, but our understanding is that emergency certification is not being done away with. We're going to try to get clarification from

staff on that, because of the fact that we have been told differently. Mr. Rocco, what is your understanding on that?

ASSEMBLYMAN ROCCO: It is worse than that. If your Association is supporting that--

MR. WATTS: Not necessarily, until we see the details of the implementation. We appreciate the efforts he has made, and we appreciate the initiative, and we look for an alternate means, but we're looking for the implementation.

ASSEMBLYMAN ROCCO: Oh, I'm glad to hear that. I thought it was an outright support. I am happy to hear that, because what I believe he is proposing is that after an internship-- You know, if there is a shortage, there is a shortage. If they need someone in vocational ed and sheet metal, for instance, they are going to have to go out and get someone and him certified in that area.

Under the Cooperman proposal, they go through an internship and at the end of the year, regardless of what age they are, they would be certified on a permanent basis. That person would have to have a degree of some type somewhere along the line. So, if you can find somebody with a liberal arts' degree who is also a sheet metal worker, then you can permanently certify him. But, I don't think that is going to happen. If you are following what I am saying, I don't know how they are going to fill that slot -- say in sheet metal shop, where most of the emergencies might occur.

ASSEMBLYMAN DORIA: I think we have a little clarification. The original proposal -- at least this is what staff is saying -- did not include any elimination of emergency certification. The codification that is presently being put together discusses emergency certification and discusses the likelihood of doing away with it, but at the present time, it is only in the preliminary stage. It is not part of the original proposal. That is what has just been clarified by our staff people.

One of the reasons why I included the discussion of emergency certification in my bill is because nothing was done in the original proposal. We have to have some form of emergency certification -- to answer Mr. Rocco's problem with the vocational teachers who don't have college degrees -- sheet metal, electrical, plumbing, etc.

MR. WATTS: I can certainly see the nature of the emergency situation occurring in some special areas that you pointed out. I think, unfortunately, that has been extended into some of the other academic areas much too frequently across the State. It is in those areas that we particularly direct our comments.

ASSEMBLYMAN DORIA: We wholeheartedly agree with you. We agree 100% on that. Mr. Rocco has the statistics here.

ASSEMBLYMAN ROCCO: Having been a member of your Association and a former principal-- But now that I'm teaching, I'm intellectually incompetent, but I'm trying.

We have heard time and time again, and the Commissioner has told us, there are 1,700 and some emergency certificates out there. The data that I have indicates that there are about 1,200, and the majority of the emergencies are in vocational ed and bilingual education. They are really the two largest categories. The numbers are here, and if you would like to have a copy, I would be glad to share it with you.

MR. WATTS: I'm looking at the Alternative Route to Teacher Selection, etc., as put out by the Commissioner of Education. Again, on page 14, paragraph 6, the Department refers to emergency certification with a clear statement that it would not be needed. Now, maybe that is what you were referring to before, Mr. Doria.

ASSEMBLYMAN DORIA: I think all of us agree that we don't need it. The question is, how are we going to do away with it? I think that the basic point is, the system the Commissioner presented, as well as the bill, does not do away with emergency certification. They try to do away with it as much as possible, because of the fact that we are dealing with the largest group -- almost 300 of the emergency certificates issued last year -- in vocational ed. Vocational ed is an area that probably won't change very significantly, as you and I are both aware.

MR. WATTS: That is correct.

ASSEMBLYMAN DORIA: Okay, thank you very much. Are there any other questions?

ASSEMBLYWOMAN GARVIN: I have one.

ASSEMBLYMAN DORIA: Yes, Mildred? Mrs. Garvin has one question.

ASSEMBLYWOMAN GARVIN: I would like to express my disappointment in you not supporting the bill wholeheartedly since the only kind of proposal that we have made from the Department's point of view has been, as far as I'm concerned, in dealing with the classroom teacher. One of the things that I see as problems are the principal's and supervisor's roles in the Commissioner's whole evaluation process. I think there needs to be some retraining and direction on that level for what he is proposing to be effective. I really wish we could have arranged some meetings with the principals and supervisors, because if we continue to have new reforms, it will be the principals and supervisors the next time.

Regarding the role you would have in any possible reform, I question how effective the many principals and supervisors would be in that role that is included in the new reform package.

That is my only comment.

ASSEMBLYMAN DORIA: Thank you.

MR. WATTS: I would like to respond to that very briefly.

We would look forward to playing that very key role in the training of teachers if, in fact, that proposal comes to the forefront. We believe, in fact, that the principal should be playing that key role in the supervision of all professionals in a building, whether they are under certification consideration or otherwise.

ASSEMBLYMAN DORIA: At this point, I would like to thank Dr. Watts. Now I would like to call on the Chancellor of Higher Education, Dr. Hollander.

CHANCELLOR T. EDWARD HOLLANDER: Members of the Committee, I am going to take just a couple of minutes in commenting, and I'll leave most of the time, if you want, to respond to any questions you may want to raise of me.

I am very pleased that you have called this hearing. I think it reflects two things which are of great value to the State. First, it indicates a high priority which you attribute to teacher education and teacher certification. It is an area which has been of great concern to us over the last five or six years, and I know it has been a great concern to you because I've been here on several occasions to discuss one bill or another. I am pleased that you care about it.

Secondly, I think the proposal by the Commissioner is an important proposal, and it places education and teacher certification in a high priority for consideration. I think that his recommendations for change, since he has the authority for approval for teacher education and the authority for licensing teachers, represents a vast change from the indifference to teacher education that preexisted this Administration in the Department of Education. For that, I think we owe him a vote of thanks.

As you know, I think his proposal is basically sound, but I think also his proposal can benefit from changes, which I am sure he is willing to make based on the hearings that he will be conducting.

Your holding this hearing provides another forum for evaluating that proposal, and as such, it provides a constructive measure and opens the issue up for debate.

With respect to the two bills that are now before you, I think you have authority to pass that legislation clearly. You don't need me to tell you that. I hope you will not for this reason: I think the Governor and the Legislature have wisely, in the past, as a matter of public policy, deferred to the Board of Education and their specific issues of substance with respect to the conduct of education and higher education.

There are weaknesses to that system, as you know. The Governor and you will probably be blamed for what is wrong with education and higher education, and the Chancellor and the Commissioner will be complemented for what is right. I guess that is the nature of the political process, but even so, in this State and in other states, the Governor and the Legislature have wisely separated education and higher education from, I guess, I would call it the partisan process, because overall education and higher education has really flourished under the auspices of an independent board. That is a hard path to take, but I think it is the right path.

I really don't think it is right, regardless of the merits of the particular proposal, for a Legislature to define what a quality-point average minimum should be with respect to a particular licensing or non-licensing. I don't know why 2.8 is better than 2.4, except 2.5 is a little higher. Maybe 2.9 or 3.0 then is better than

2.8. In any case, that is really a judgment that is going to be exercised on the campuses, both in the way faculty grades and also in relationship to whatever standards we set up. I just don't think that kind of a recommendation ought to put into legislation where it is very, very hard to change.

I think the same is true about the other issues you recommend, even though I sympathize with them, and in fact, support some of them. I just don't think the place for that is in legislation. I think the place for that is in regulation. By raising this issue and by proposing legislation, I think you have joined a question that is an important question to be joined, but I hope, having gone that far, you don't go all the way and pass legislation in this area.

As for the establishment of a commission, we have had so many commissions in this area already. I know, when I first came to the State, there was the Newman Commission, and then there was the Son of Newman Commission, and then we had our Blue Ribbon Panel and Commission. I'm not sure all of these commissions have clarified issues as much as -- even break us apart, because it provides a forum for device, as much as it provides a forum for coming together. I hope in that respect, having raised the issue, that you monitor the process, you evaluate us, and you tell us when you think we're not doing our job, but I would hope you would not pass the legislation.

Let me stop at this point, because I don't know what areas of substance you want me to comment on. I just offer those as my brief opening comments.

ASSEMBLYMAN DORIA: Thank you very much, Chancellor. I want to thank you for coming here today and for sharing your ideas.

DR. HOLLANDER: It was a pleasure.

ASSEMBLYMAN DORIA: It's not always a pleasure obviously, but sometimes we aren't difficult.

I have one question, and that question goes back to a comment you made earlier. You feel that some modifications will be accepted by the Commissioner. I would just like to know what modifications you think would be necessary as far as this proposal is concerned.

DR. HOLLANDER: I've suggested two modifications publicly. Before I mention those, let me, if I might, make a little speech.

I do think the Commissioner's proposals are fundamentally sound. Opening up to students a variety of options and alternatives, at this point in history, is probably very appropriate and very good.

We have a wide range of teacher education programs in this State. Some are very, very good. In fact, I was in Greece this summer at a world conference on learning disabilities. My wife was on the program, and I kind of came along as her spouse. These were people from all over the country and the world, and the largest number of persons from any particular state outside of Massachusetts were from New Jersey. I found, after conversation with a lot of the people at the conference, that New Jersey was known world wide for its programs in this area and for the strength of its training programs in this area.

I, quite honestly, hadn't expected to find that when I got there, but evidently the whole movement in learning disabilities began and was strengthened, and a lot of the work that has been done has been done in this State, and a lot of that has gotten into our teacher training programs.

We've got another program in two institutions in Trenton. Rider has been cited as one of the four best programs nationally. The competency-based program at Trenton State has been recognized nationally as one of the finest programs. There are also other programs in the State that have received national recognition.

On the other hand, we also have some other programs that are poor. We have lots of approved programs in which we don't have students knowing their faculty. I don't know why they are approved, but they don't have students, they don't have faculty, and they haven't for years. There has been a failure of evaluation of teacher training programs for many, many years, so the variety of quality is great.

It may be that the very best programs ought to be continued in the approved mode, and other programs ought to be modified so that they are improved. I think the alternative route will provide that kind of competition, and I think it is healthy to have competition which will cause the approved programs to even become better than they are.

For example, our colleges could develop their own alternative route in teacher education. That is, they could develop additional programs that don't have to go through the bureaucracy of my Department or the Commissioner's Department, but could compete directly with the alternative routes in the liberal arts and sciences, and prepare people for the internship experience. This opens up a lot of opportunities, and I think that is good.

My two concerns are this, and I have other concerns which are being raised by our colleges and which I will share in time with the Commissioner:

The first has to do with the question of, is there a body of knowledge that underlies teaching as either an art or a profession? I think teachers have been arguing for fifty years as to whether it is an art or a profession. The question is, is there a body of knowledge that underlies it? I think there is. That colleges differ on what that precise body of knowledge is doesn't disturb me at all. If you converse with medical school faculty, you'll find that they differ on what it is that a practicing physician should know when he enters the profession. But, there is a body of knowledge. That body of knowledge provides teachers with a common purpose and a common understanding of what it is that they are all about. It also, in my judgment, is essential if one is to build internship training beyond the craft level.

My first comment that I had made to the Commissioner when I read his proposal was that I felt -- at least with respect to those who were seeking certificates in elementary ed, the pre-kindergarten education, the early childhood development, working with special children in the area of learning disabilities, and even the bilingual education -- is it is not enough to take any sequence in the arts and sciences and pass a test in that sequence. I also feel that way about passing a test at the elementary level, which would be one that would test some broad knowledge which a teacher is supposed to know in the elementary school classroom. I just don't think that is sufficient. I don't think one learns that only in an internship, because you learn how to do something, but you don't learn why you are doing it. If you introduce why you are doing it into the internship experience, I don't

think that is better done in the schoolroom. I think that is better done in the college classroom. So, I raise that question as to why we have omitted any professional education in that preparation.

I feel a little less secure in making that statement at the secondary level, though I suspect that it also applies to some extent there. I have urged the Commissioner, when he appoints this commission, to charge it with not only identifying the body of knowledge that teachers need to know, but also identifying where it can best be communicated -- what should be taught in the college classroom and what should be communicated through the internship.

The second issued I raised had to do with the question of the rigor of the examination. The validity of the assumptions that the Commissioner is making depends upon whether this examination really does have a sensible and useful screening device. I'm concerned that the examination might be geared to admitting so many people into teaching on the basis of supply and demand, rather than providing a screening basis for separating those who know from those who don't know.

I'm also concerned that the rigor exam might be set so low -- and I know this is geared to the minor in the field, and that worries me to start with -- that it will affect the content of our arts and sciences programs in our colleges, because these will not be taught in the teacher education departments. These are taught in the liberal arts' departments, and we might get teaching to the examination. That is fine, if the examination is something like the Graduate Record Examination. It may not be fine if it is some examination that is set well below that simply to test minimum subject competency with respect to high school teaching or elementary teaching.

So, those are the two questions I've raised with the Commissioner. He is satisfying me on the first by the appointment of this commission and its charge, but on the second, we've got to do some more talking about it.

ASSEMBLYMAN DORIA: Mrs. Garvin, do you have any questions?

ASSEMBLYWOMAN GARVIN: Thank you. Well, needless to say, I'm disappointed again. I think your tenure is eight years, and Commissioner Cooperman's is two years, and one of the things that has

puzzled me with this whole process is that you presently have the power to revise or recommend revision in order to upgrade those people who are trained in the educational institutions. I just don't understand why this route wasn't used to upgrade. I'm not against reform, nor am I against upgrading teacher training situations. I just have problems with developing a new system, and I am awfully concerned about the urban schools. Will we get those so-called professional people, especially when we have a problem now in keeping some of the good ones that we have? I must be concerned about that; therefore, that is a major concern of mine. I don't see this impacting positively in any way that I look at it in the urban school districts.

I think perhaps if we selected a couple of districts as a pilot program-- But, I'm just disappointed.

I have one question--

DR. HOLLANDER: Could I respond to that?

ASSEMBLYWOMAN GARVIN: Yes.

DR. HOLLANDER: Our authority to establish new standards really came into fruition in 1982 when we dealt with adopting them. The reason we have the authority is because we have reached a working agreement with the Commissioner that we will do this evaluation together. Otherwise, there are some serious questions as to whether we have authority over the independent colleges at all. The public colleges have raised questions as to whether our authority extends even to them. I don't want to raise the question that I came to you once with for a shift in it for other reasons, but now we do have that authority. We have adopted the standards, and those standards are in effect.

Those standards provide that all freshman entering our colleges beginning September 1, 1983, which was just a month ago, need to meet the new standards, and they need to maintain a 2.5 average before they come into our teaching training programs. So, these students aren't into teacher training yet. They are taking their liberal arts' work, and they don't come into teacher training programs until they are maybe into their late sophomore year. Most of them will come in in their junior year.

So, it is two years from now when they all go into their professional work. I believe these new standards will result in a calling, if you like, of those programs which don't measure up, and this will be the first time that will be done. The way it is going to work is that colleges have until November 15 to submit their programs to us. Those programs that meet the new standards will be given provisional approval subject to a visitation three or four years later when the program is actually operating. Those that do not will be given until the spring to revise their programs so that they meet the new standards. If they do not meet the new standards, those programs will not be permitted to admit another freshman class. Those programs, therefore, will not exist. Since the present approved programs will be phased out over the next four years, only those institutions that meet the new standards five years from now will be operating teacher education programs.

So, we're right on target. I have nothing to apologize for.

ASSEMBLYWOMAN GARVIN: Okay. If, and I hope not, the new certification process goes into effect, how would this affect our reciprocal agreement with other colleges?

DR. HOLLANDER: Are you talking about the alternative route?

ASSEMBLYWOMAN GARVIN: Yes.

DR. HOLLANDER: Our approved programs will meet the standards for reciprocity -- the programs under the new standards. I don't believe the alternative at the present time will meet the standards for reciprocity.

ASSEMBLYWOMAN GARVIN: So, that means that would have to be reviewed also.

DR. HOLLANDER: Well, I think somebody has got to deal with that issue. The Commissioner has got to deal with that issue. It may be that maybe they shouldn't provide for reciprocity, or maybe they need to negotiate with that federation so that they can meet the reciprocity. At the moment, my belief is that the alternative route will not permit the teachers to go into another state right out of our program and the internship, though I think we can work out an arrangement where the experienced teacher coming through the

alternative route would be able to get reciprocity. At the very worst, they would probably have to take whatever credits we now require under the transcript evaluation process.

ASSEMBLYWOMAN GARVIN: May I request, through your office, that you begin to look at reciprocity, because I think it is going to affect-- You know, we're in an industrialized state where our population moves, so I think we should look at that because it is going to impact on our teaching profession. I didn't ask Commissioner Cooperman that question, so I would ask--

DR. HOLLANDER: Can I convey your request to him? I would be glad to do that, because it is really his responsibility.

ASSEMBLYWOMAN GARVIN: Yes, would you, so that we can get information on that? I think it becomes a part of the whole reform and a part of it that we really should look at.

ASSEMBLYMAN DORIA: I think that is important. I think that is a very important question, and one that has to be dealt with, because if teachers are certified to teach in New Jersey, and other states don't accept them, then there is a problem -- a very big problem, I think. I would begin to question, how could we let them in our classrooms if other states do not?

DR. HOLLANDER: I think I'm right. I can't swear to it.

ASSEMBLYMAN DORIA: Well, seemingly, from the Commissioner's comments, you are right. The new method of equivalency would not be acceptable on a reciprocity basis throughout the State. I think that is a good point, and I think it would be a problem that both your Department and the Department of Education have to be aware of.

ASSEMBLYMAN ROCCO: Chancellor, we agree on a few items.

DR. HOLLANDER: That is marvelous.

ASSEMBLYMAN ROCCO: The question of the NASDTEC and NCATE evaluations -- is that the perspective on the reciprocity? Obviously, the ultimate route--

DR. HOLLANDER: Yes, I think it is in NASDTEC.

ASSEMBLYMAN ROCCO: How about NCATE?

DR. HOLLANDER: Yes, I think they are generally recognized. It depends on the states. New York would say, "You have to meet our

standards, as well." That is, if we were to require-- No, they may not. They require a master's now. No, I think it is just based on the laws of the state in which the teacher studies.

ASSEMBLYMAN ROCCO: It would seem clear that reciprocity would not be in effect with NASDTEC, since there is a clearly defined professional component of the program.

Chancellor, I have some real concerns about what is being proposed and its impact on higher education and the philosophy we have had in the State -- actually, the philosophy that I think you have carried for the past number of years. The concept of a statewide curriculum, I think, bothers me a little bit. You answered that to some degree. We're talking about every college and university teaching exactly the same course. I think we lose some of the diversity that is necessary.

DR. HOLLANDER: Absolutely. I think that would be a serious mistake -- a serious mistake.

ASSEMBLYMAN ROCCO: Far be it for me to pit you against the Commissioner, but--

DR. HOLLANDER: I'm going to try very hard not to let you do that.

AUDIENCE: (laughter)

ASSEMBLYMAN ROCCO: He continually espouses this concept of having the same program in every institution. I think that that is another point where maybe this Committee can relate some of our concerns to the commission, including reciprocity.

The concept of the State Academy that was mentioned when the Commissioner was here bothers me in the sense that it seems that somewhere down the pike, the State Academy that the Commissioner continues to talk about is a state takeover mentality. Is the State Academy going to do the job of colleges and universities that are normally done? What is this Academy going to do? I guess it bothers me that the minds of the teachers and students of this State would be controlled by a bureaucratic process. Without your answering that -- I don't want to put you in the middle of that -- but I think that is pretty much the way the State is operating. The universities and colleges had, to a great degree, control of the curriculum, but they

didn't have this iron-hand -- "This is what we're going to do, and this is how we're going to do it" business. That certainly bothers.

The business of this group of experts who are going to come up with this list of what is necessary of a beginning teacher-- I'm sure if I spent a week with some of our people at Rutgers, Rider or some of the other institutions in the State, we could bring in fifty-five volumes of data that has already been gathered. You know, that information is clearly available, and we would all know that Joe Palaia is going to give a list of ten items, and I may give a list of ten items that would be similar in some ways, but different in other ways. The diversity of it is a part of it.

Isn't teaching part of a personal interaction that certain personalities work better with certain children? It is not a cookie-cutter routine. That is just not teaching.

They are some of the concerns that I have. If anyone here -- the press or anyone that is involved with -- especially the elementary schools -- really thinks he can go in and teach thirty first-graders how to read, I will challenge anyone to do that without training. It is a heck of a lot more difficult and involved, and it requires more training and expertise than what is being reported to the public.

They are the concerns I have.

DR. HOLLANDER: I shared with the Commissioner my concerns about the Academy as a post-secondary institution within the State. I think that needs to be looked at some more, and I think the Commissioner will look at it some more -- that is, the relationship of that to higher education in higher institutions.

With respect to the second issue you raised, I think if you looked at any profession -- in fact, any discipline -- you'll find that what makes it a profession or what makes it a discipline is an agreement among those who practice it about certain fundamental beliefs with regard to the areas of knowledge that everyone who enters that discipline ought to take with him into it. If you talk to chemists, they will tell you what you need to know to be a chemist -- or an engineer, or a physician, or a lawyer. I think the same exists with respect to teaching. If there isn't that body of knowledge, then

teachers have very little in common, except their experiences. They don't have intellectual substance in common. I believe they do, and I believe there is that body of knowledge.

That doesn't mean, as in any profession, that there isn't going to be debate within that profession about what else is essential. Physicians in medical school debate extensively about what students need to know. In fact, students are given leeway, even in medical school. I agree that that ought to be the case in teaching. There are no fundamental truths that do not change. There is a body of knowledge that everybody ought to know, and then they ought to grow with that knowledge or extend it into particular areas.

So, I think there is room for both. There is room for every student studying what I would say is this common body of knowledge, even though that may change in time also. I hope it would.

Also, they should be able to take other kinds of courses, if they want, as electives. Our new standards provide for that. Our new standards do not specify a single course. They talk about eighteen credits in behavioral sciences because we believe that knowledge of the behavioral sciences is important. We specify the areas they should know, but not the specific curriculum. The same is true about the arts and sciences, etc. So, there is that rate flexibility under the new standards, which didn't preexist, by the way. The old approved programs used to say you had to take A, B, C, and D -- twenty years ago and today, or fifteen years ago and today. That was wrong. That is why I think, in part, we are in the mess we're in. We kind of froze what it is that we ought to be teaching at some point in time, and then we specified it in the regulations for licensure -- at least in some of the certificate areas. I just don't think that is right, but I do think it is right to require of every student, in addition to his arts and sciences on some major in the discipline, what we consider -- we, meaning the consensus of the community, whether it is eight people, ten people, or twelve people -- that that is what all teachers going into a classroom should know. That is what I mean by the common body of knowledge. I hope that is what Commissioner Cooperman means too.

ASSEMBLYMAN ROCCO: My guess is that it is not the kind of thing you could learn in a five-day session.

DR. HOLLANDER: No, I don't think so either. I see that as a professional sequence, and that is where the Commissioner and I have that disagreement.

You see, I think what is built on that in five days can be useful on practice, but I think you need more than that. Let me give you an example of the profession that I once prepared for.

In accountancy, which people tend to think is a very tight and well-defined profession, there has long been an argument as to whether you learn on the job or whether you learn in the college classroom. What you learn in that classroom is that body of knowledge -- twenty-four credits or thirty credits -- in which accountants agree you ought to know something about. Then there are one hundred peripheral courses students can take. But, what you learn on the job is how to use that and how to translate that intellectual basis into practice. The professional who has that intellectual basis can extend practice and can develop new ideas and new views. Otherwise, he is a clerk, like accountants used to be before a collegiate education was required. I think that is true in teaching too -- that a teacher in an internship can build and apply and learn how to use what they studied in the college classroom. They can learn that also without having studied in the college classroom, but then they are narrowly bound.

If the internship is intended to replicate what should be taught in the college classroom, then I think it is in the wrong agency.

ASSEMBLYMAN ROCCO: Thank you.

ASSEMBLYMAN DORIA: Okay, thank you very much. I think that some of the questions that have been brought up are very important questions. Hopefully they will be pursued with the Commissioner -- specifically about the body of knowledge that is necessary for education and questions dealing with what can be done within a certain period of time.

I think the concern that the Committee has is with the proposed regulations and why they have been introduced-- At least my bill, A-3974, specifically deals with the entire problem of how you go about providing the necessary training for individuals who will then go out and teach in a classroom and do a good job. If he can do it only

on an internship basis, then I think a lot of us have wasted a lot of our time in taking courses in so many other areas. That means that probably we don't need law schools for lawyers, and we don't need medical schools for doctors. They could just do what they used to do, and that is to run an apprenticeship program, and if you learned the proper body of knowledge on your own, you could take the bar exam, you pass it, and you are a lawyer. I think this is what we are talking about now, and I think there is an argument both ways.

I think you've presented some good points concerning that argument.

DR. HOLLANDER: I just hope that we let the Board deal with that and that we use that as a forum for change. Let's see what they do.

ASSEMBLYMAN DORIA: I think there is a necessity--

DR. HOLLANDER: Let's not run to replace them, Joe.

ASSEMBLYMAN DORIA: There is a necessity on the part of the Legislature to get involved, and unfortunately, we weren't involved. Therefore, we felt that it was necessary for us to get involved. That is why both bills have been introduced.

DR. HOLLANDER: Oh, I know why they were introduced.

ASSEMBLYMAN DORIA: You remember that. That has happened in other areas.

We thank you for taking the time to come here.

DR. HOLLANDER: Thank you for having me.

ASSEMBLYWOMAN GARVIN: Thank you.

ASSEMBLYMAN DORIA: Again, we want to get to everyone who is here. We ask you to please limit your comments to five minutes. If you have statements, give them to us, and we will give them to the stenographer.

At this point, I would like to call on Dr. Joseph Carroll, Professor of Education at Trenton State College.

D R. J O S E P H C A R R O L L: Perhaps in the interest of saving time, I might inform the Committee that several persons had to leave to go to other appointments, and if you want to strike those so that you can plan the rest of the afternoon, it might be helpful.

Dr. John Charlton will not be here. Dr. Arlene Burke, head of the Graduate Division of Teacher Education was here and had to leave. Dr. Morrison will not be here. Dr. Joseph Smith and Dr. Joseph Burcher will not be here. Dr. Robert Gurke may be here; I'm not sure yet.

ASSEMBLYWOMAN GARVIN: Okay, thank you.

DR. CARROLL: As has been indicated, my name is Joseph Carroll, and I am a professor at Trenton State College. There I chair a department called "Foundations, Research and Public Educational Policy Study." We also house the urban program and bilingual program.

I would like to identify one or two other areas in which I am active in the community. Not so much out of arrogance, but I would like to indicate that I am not dying in the stacks as a professor as we are usually stereotyped.

I am a member of the Board of School Estimate of the Camden County Community College, and I am a member of the Board of School Estimate of the Camden County Vocational School. I am also a Freeholder in Camden County. I was formerly a member of the Board of Trustees at Camden County College, and I ran a legislative office for some five years. So, I am somewhat familiar with the processes of local and State government, in addition to having been Economic Development Administrator in my own municipality.

I did have a formally prepared statement, but I think I'll abandon that since so much of it has been already stated. I would like instead to reorganize my remarks, perhaps in response to some of the things that have been said, and also to identify with the proposal of the Commissioner and the two bills those areas that seem to me to be the least defecating and perhaps the most defecating. So, I've organized my remarks first around the premises upon which the Commissioner has established his proposal; secondly, around the practical effects; thirdly, around my concern about the method or the procedure that he used; and fourthly, about specific paragraphs in the two bills.

First, I would like to talk about the premise on which the study or the proposal is made. It seems incredible to me, as a person

who has guided both doctoral dissertations and master dissertations and other types of research, if we are this afternoon discussing the consequences of -- the one word that has been used often here this afternoon is rigorous -- rigorous research by the Commissioner-- When you take juniors from high school, students from the two-year community colleges, and college freshman, and you would group all of those figures together -- add them up and divide by the number, and come up with an average -- that is the most incredible thing I've ever heard with respect to validity for research.

I'm one of those who would welcome the opportunity for any point of view to be heard by anyone, but it seems to me, if we're going to have research, the research ought to be based on some valid data.

I was also disturbed to hear Mr. Klagholz, who is an associate of mine -- he was an Assistant to the Dean at Trenton State College -- say that the data was not available. I have the data here, and I would be glad to present it to the Assembly Committee.

The premise upon which the study is based is that there are flaws in the existing arrangement. Indeed, there are flaws. There are flaws in most of our social institutions. In this particular instance, the flaws addressed are not the flaws, it seems to me, that ought to be addressed, nor do the conclusions follow the findings. This data is furious. If that is basis upon which we're going to change the structure of higher education in this State with respect to teacher education, if that is the data upon which we're going to base some need for revenue measures that are going to involve maybe thirty, forty, or even hundreds of millions of dollars, it seems to me that it might be useful for this Assembly Committee to consider inquiring into a professional evaluation of that data. If there is any data that I've ever seen in the years I've been looking at graduate papers and theses and previously dissertations, if there is any data that I would not base any change on, it would be this data. It would be a very serious mistake.

Maybe if there was data that would indicate that we ought to go in that direction-- But, if all of us are here this afternoon -- all these meetings and everything else -- based on that data, that is incredible. It makes me wonder who is watching the store. I don't

mind having my competency questioned as a professor. Indeed, I welcome it, and I think that is necessary to make us all keep moving.

It also makes me wonder about the competency of who is making the judgments of the designs for study in the State Department of Education. As I looked through the proposal, there may be five or six studies identified. I checked them. They seem to all be in one area of the social spectrum, and yet, research by Copley, Burrey, Turner, Daley, Hanson, etc., etc., etc. hasn't even been considered. One study by Weaver, it seems to me, can be interpreted at least a couple of different ways. The reference to Conant-- Conant, of course, has gone down as one of the great men in our time-- But those observations were made by him thirty years ago. It seems to me that the Commissioner ought to have considered going into the classrooms and taking a look. It seems to me that the Commissioner ought to have considered coming into colleges and taking a look.

I'm one of those who has been concerned for a long time. I think all governments eventually conducting its own interests -- if it is me or you or anyone else -- it is just sort of the nature of power that influences our personnel, whether it is with your wife, your lover, or your children. I have been very concerned about power being concentrated, but it seems to me that in this particular instance, that there has been an intrusion. It is an intrusion by the Executive Department of State upon the Legislature.

I'm a freeholder, as I mentioned, and I'll just expand this slightly and take it right back to the subject. There is a growing concern all over the State about the growth of an administrative elite in the State Department that sets the costs and guidelines in all of government at levels below the State. Fifty percent to ninety percent of the costs of county government are set by the State. We have nothing to say about it. Oh, we can get up and walk into a meeting at sometime, but you know that they are just going through the motions.

We are very concerned with the growth of an administrative elite, and we hope that this Committee, perhaps more appropriate with the Legislative Oversight Committee, at some time takes a look at that question, because I know a group of freeholders in South Jersey who are preparing a suit against the State Department in that regard.

I think it is a very real concern, and I think in this particular instance, the method is a little bit frightening. I've been in the political arena a long time. I've been -- like some of the people here -- threatened and punched, and I've been talked to very nicely, but I was a little frightened when I went to that meeting Wednesday two weeks ago, and the Governor got up and spoke, and said that "There is nothing too good for our children." And, the Commissioner said, -- I have these quotes; I wrote them down -- "Some district will try to save a buck." I was frightened because it seems so well organized, but then the State Board of Education was excused from the room. None of us who sat there and listened -- because we have an interest and all of us have constituencies -- could have asked a question. The Commissioner then went over and had his private press conference.

I attempted to ask a question, and one of his aides ordered me out of the room and said that she was going to call the security guard. I said, "I want to ask a question. How is he proposing to pay for it?" That is a very practical question. What is this going to cost? Is it going to cost thirty or forty million dollars?

Another interesting consideration is that I heard the Commissioner use one figure there and another figure before another group to which he was speaking. I'm having difficulty, in spite of his soft voice and his reassurances, knowing which statement to believe at which meeting. Or, is it going to cost four hundred million dollars?

I saw a statement by Congressman Florio that his staff had prepared some numbers, and I asked for copies of them. If they come, I'll be glad to send them to you, Assemblywoman Garvin, and the others here.

The State Board of Examiners never received the proposal until perhaps a week ago. The colleges never received the proposal. Apparently, I hear today that this Committee never heard the proposal, or never had possession of the proposal. I don't think that is the proper way to proceed. I think it is very serious when a public official sits here and makes statements about people with respect to their competencies and never identifies the source of those statements. In his proposal -- you know, I think there is one footnote -- "we don't know the source of these data."

Today I heard Leo say that he added all of those together, and he came up with an average. I didn't know that until today. They are saying that we are not getting the people in teacher education that we used to get. I don't know where he is getting that data either, because at our college, even if we grant that the SAT scores are valid, which is a very serious granting of difference, in 1978, the score required was 878 to get into the program. It is 945 now. We expect it to be 1,000 the year after next. I don't know where they are getting these figures.

I am wondering about the kind of correlation you would draw rationally when you take the opinions of young people who are juniors in high school, and you ask them if they are going into teaching. Then you run correlations of the SAT score with those youngsters. That is sort of like correlating the number of pregnancies in Schenectady with the rise and fall of the Yangtze River. There is no necessary relationship.

If we grant the SAT, I hope that this State -- and I hope you are successful in getting your bill through-- I don't think this question is going to be seriously examined any other way, because I think, even though we were assured this afternoon by the Commissioner that there would be open discussion -- rigorous, open discussion -- that is going to happen. You're going to be allowed three minutes at that meeting in November, and that is not open discussion. It is hardly rigorous.

Let me quote one paragraph. I refer you to the Allan Nairn Study of 1979 done by the Ralph Nadar group on the Educational Testing Service:

"An ETS handle on testing statistics for teachers described an extremely weak relationship between a predictor, such as a test, and what it is supposed to predict, such as grades, as a zero or a near-zero correlation, which means that a student who stood high on one measure might stand anywhere at all on the other. For example, the correlation between height and I.Q. ETS defines a zero to near-zero correlation as roughly from .25 to -.25. These correlations are equivalent to percentages of perfect predictions.

"One major study found, for example, that the percentage for perfect prediction provided by SAT scores in estimating the likelihood of dropping out of college to be between 2.9% and 3.2%. "

In statistics, that is classified as within the near-zero range. I hope this Committee looks at these questions. I am really glad that the Governor and this Committee have made education a public issue, because there are a lot of things that need to be talked about.

You mentioned, Assemblywoman Garvin, urban education. We've used the word "reform" in this connection. We're getting into arguments about 479 provisional certificates and 300 and something other certificates granted chiefly to electricians, and in the county vocational schools, we can't get a person to teach, and so we hire an electrician and give him an emergency. Tomorrow morning in the urban high school, there is going to be in some instances, two and three and four thousand kids in there. There will be no social mobility.

(Due to electrical failure, some of Dr. Carroll's testimony was unable to be recorded.)

DR. CARROLL: That is not what the emphasis is. The person who takes the budget and cuts the pie in the college decides where the money goes, and you know the old street expression, "Put your money where your mouth is." There is no money in the mouths of urban education. Our urban education program, we have to operate like a bookie making a layoff bet. You have to take the other courses and put forty-five and fifty in them, right, in order to let an urban education program go.

ASSEMBLYWOMAN GARVIN: Could you summarize, please?

DR. CARROLL: Okay, I'll summarize. Excuse the emotionality of it. It is just annoying to sit here and see the seeming hypocrisy of what is going on.

With respect to A-3851, I hope you do have a State commission. I hope we are able to give that State commission a lot of other issues that ought to be put on the table. I'm glad the Governor put public education on the table. I hope you expand it to include the other groups. You know, we have all done that, something falls between the cracks. Sometimes it's a whale though. With respect to

the other bill, I have some problems with Paragraph "B," the problem with the comprehensive examination. I don't know how many examinations these poor students have to take by the time they graduate; I haven't counted them. There must be hundreds of them. We have tried national examinations before. The class bias in the ETS examinations is well known to people. Kids in the urban schools don't even know what the questions mean, and yet, from the best we are able to determine, they are as bright as any other kids. Right?

If you can come up with an exam, an exam at best takes a random sample of what you know, and the same problem that the Commissioner identified is going to exist in that examination. You are going to take that examination four or five years after you have had the information. Who can retain that? It's like the comprehensive examinations in graduate programs. How are we going to validate this, and where are we going to get all this research?

Last point-- Sometimes there isn't research. We have been talking about the purpose of education for as long as we have had social institutions. Each culture identifies its own purpose. Sometimes we have to go on the best reasoning, reasoning tested by the criticism of as many people as we can. That is one of the reasons I would strongly support your first bill. But, sometimes we have to go with what seems reasonable, and it cannot be based on research that doesn't exist, because nobody is getting rich putting money into social research. I would hope, almost plead, that this commission-- You know, they established separate Boards of Trustees in 1966 to give some economy. What it means, is economy for maybe three people in the college who cut the budget. I would hope this commission would take a hard look -- or this committee that you eventually appoint -- would take a hard look at how the money is being spent in the colleges, because it seems to me we are beginning to make them technical institutes, and they are losing their social consciences.

ASSEMBLYWOMAN GARVIN: Thank you, Dr. Carroll. Are there any questions, gentlemen?

ASSEMBLYMAN ROCCO: Yes. Joseph, we agree on many topics. The testing aspect, I guess Joe, is a concern, and I have the same concern. The present structure, as you know, calls for the exams to be

prepared by the institutions. This would call for an exit exam to be prepared by the State to kind of alleviate-- You know, in the Cooperman proposal he is talking about an exit exam and about tests before certification. So, to a degree, it is really to take the exit exam in the present structure and then making State preparation with a development test. That is really what is in there.

DR. CARROLL: May I respond to that, Joe?

ASSEMBLYMAN DORIA: Yes.

DR. CARROLL: I do not really have any problems with any kinds of examinations, except the basis one. Are you going to have a valid instrument?

ASSEMBLYMAN ROCCO: Sure.

DR. CARROLL: And, after having taken all the tests they take, they are going to say, "And, you need to take another one." We did this in Philadelphia, we did this in Mississippi, we did this in Georgia, we did this in California, and it is a hodgepodge. When you get down to the local level, you know, it is going to be determined by economics more than anything else. Somebody is going to be able to come up with a statement saying, "There is no other applicant for this job."

The other point about it, John, I think we need to take a brief look at anyway, if teaching is to, in fact, become a profession, then those with the technical competence ought to make the technical decisions. I agree with the Commissioner and the Chancellor that there ought to be checks on this, because any group will, you know, run away with something. I do not mean that in the sense that people are dishonest, I just mean you get tired, and you do this and that. But, the more of the technical competence that is kept among those who have been involved in the discipline of education within the colleges, and the less that is taken by the State Department, except for the checks and the monitors, and all those things, which ought to be there, it seems to me the better off we are.

ASSEMBLYMAN ROCCO: Absolutely; I agree 100%. One of the things I am going to propose to Mildred, is that the Committee should look behind this national study, because there is not one of the national studies that proposes what the Commissioner has proposed. The

statement was made that it comes out of a national study; that is not true. There is nothing being proposed in any of the national studies. But, I think we ought to look at the statewide educational program and the study done by this Committee, and then take it up from there.

I have some of the same concerns you do. I feel we are getting into a very tedious conceptual involvement here in the State where many people are going to be shut out just because they can't pass a "test."

ASSEMBLYWOMAN GARVIN: Okay, thank you, Dr. Carroll.

DR. CARROLL: Thanks very much to all of you. Leo said the data was not available; I would like to present it to you.

ASSEMBLYWOMAN GARVIN: Oh, yes, would you? Thank you. Herbert Green, New Jersey School Watch. Mr. Green, I am going to ask you to be brief, so we can--

H E R B E R T G R E E N: I'm really going to be fast. See, I am going to read what I have, that will take two or three minutes, and that's it.

ASSEMBLYWOMAN GARVIN: All right, Herb, thank you.

MR. GREEN: It's a pleasure to be here, Mrs. Garvin and members of the Committee. There appears to be sufficient evidence that we are not attracting or retaining as many qualified teachers as we need, to offer all public school children in New Jersey the opportunity to attend thorough and efficient systems in free public schools. Governor Kean and Commissioner Cooperman have quite appropriately riveted the attention of the entire education community and large numbers of other interested citizens on some critical problems which must be resolved if we expect to improve our schools.

Although I find their descriptions of the problems compelling, I cannot endorse the major elements of their proposals for reform as they are presently formulated. Given the number of your colleagues who have agreed to cosponsor Assembly Bill 3974, it is clear that a majority of the Assembly has reservations about the efficacy of the proposals to attract more qualified individuals to serve as teachers in our public schools.

I share many of the concerns expressed by members of this body, but at the moment I would much prefer to see whether the

Commissioner's proposals can be modified and strengthened, before an effort is made to advance this bill. However, it seems to me that right now the appropriate message from the Legislature to the State Board of Education and the Commissioner should be something like this, and in a way, you have all been giving them a message today. But, I think the message should be, "We will be monitoring carefully the process by which you arrive at a final proposal to bring about the desired changes. We will be especially interested in the care with which you consider the alternatives put before you by those whose professional lives will be affected, by those whose children's education will be affected, by those whose tax dollars will be spent, by those who represent the constituencies which constitute our public school system." The message from the legislators to the Commissioner should also say, "We expect you to demonstrate to us, and through us to the citizens of New Jersey, that you understand that teachers and principals and superintendents and school boards and parents and professors are not just the objects of change, but also the implementers of change, that without their active support and participation, we will once again find that 'the more things change, the more they stay the same.'"

The problem we are trying to solve will continue to plague us until we recognize the need to look beyond measures designed to lure people into the classroom. Ernest Boyer in his forward to the Carnegie Foundation's publication, "The Condition of Teaching," makes a wise observation: "We discovered in our study that teachers are troubled not only about salaries, but about loss of status, the bureaucratic pressure, the negative public image and the lack of recognition and rewards. To talk about recruiting better students into teaching, without examining the current circumstances that discourage teachers, is simply a diversion. The push for excellence in education must focus on those conditions that drove good teachers from the classroom in the first place, and this has to do with more than salaries."

That really is my statement. To just repeat, I hope you will defer action on the bill, but I hope you will send a clear and unmistakable message to the Commissioner and the State Board of Education. As to A-3851, I have no major problems with it, except

perhaps some of the membership aspects. I notice the School Watch isn't listed; I notice the PTA isn't listed. I would like to see some specific urban education groups identified in there as well.

Thank you very much, Mrs. Garvin and members of the Committee for your time.

ASSEMBLYWOMAN GARVIN: Thank you, Herb.

ASSEMBLYMAN DORIA: I just want to agree with Herb on the whole thing of sending the messages. That is what we are trying for. The message you have enunciated is similar to our message, which is, there are problems, but let's try to get everybody involved, and let's try to seek not only to attract new teachers into the field, but to find out why people are leaving, and what is going on in education. I think Mildred's proposal to study the question in New Jersey is one that would help a great deal in that area.

My proposal, more than anything else, was to stimulate a discussion of those certification requirements.

MR. GREEN: I, just as a citizen sitting on the outside looking in, would like very much for somebody in public office to take the lead in creating an atmosphere for a dialogue to take place, and I think perhaps you can do that. Let me just say that, as I sat here listening before, I had a little paperback book that deals with the controversy surrounding the release of Conant's book, "The Education of American Teachers," and that has been the subject of much discussion here. One of the paragraphs in there said, "The controversy was marked by strong differences of opinion by those committed to opposing conceptions, but neither two-way dialogue nor two-way debate developed. Ideas were expressed unilaterally, with little or no exploration of the differences. Political factions formed. Verbal attacks and defenses prevailed. Genuine conversation is still needed among those with radically opposed notions about how best to educate American teachers." That was in, I guess, 1964. We are coming on the twentieth anniversary, and I think it is a worthwhile message once again, is it not?

ASSEMBLYWOMAN GARVIN: Thank you, and it is a worthwhile message. I think both of these bills, if you notice the date on them-- I can speak for the three of us; we have, personally, on a one-to-one basis, tried to do just that.

MR. GREEN: Yes

ASSEMBLYWOMAN GARVIN: If you notice the date on both of these bills, it is September, 1983. Therefore, we have not had legislators take a reaction. We have given a lot of time, a lot of thought. We are past that, because it has not to this point, been a two-way process. That is why we are here today. Thank you.

MR. GREEN: Okay. I don't have copies with me now, but I will make some and deliver them to John. Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you very much.

ASSEMBLYMAN DORIA: Thank you. At this point, we will call Dr. Mark Smith, Superintendent of Schools in Chatham Borough.

D R. M A R K C. S M I T H: Thank you. I have some prepared remarks and I will make them available to the Committee. I will try to go through them briefly.

ASSEMBLYMAN DORIA: If you can give those to us now, it will be helpful, and we will make sure the stenographer has a copy also.

DR. SMITH: Let me try to go through my remarks as briefly as possible, and make the major points which I planned to make this afternoon. I had originally planned it to be this morning.

I think my concern primarily is that the initiative proposed by Dr. Cooperman be given an opportunity for discussion, input, modification and change, and this seemed to me as I listened through the day, to also be the concern of the Committee, so we are of one mind.

I am urging opposition of the two bills you're considering, because my impression of both of those bills is that they would, in fact, not do that. Legislating into law the existing certification requirements would cut off discussion of Dr. Cooperman's proposal. I am less concerned than I was last night when I wrote these comments about Mrs. Garvin's bill, particularly if the commission you are proposing could feed into that process and perhaps have an earlier date.

What I had planned to do today was to really share some of my personal and professional experience with the issues at hand, and which are addressed by these bills. I really want to focus on three points. One is the need I see out in the field as a former principal of high

schools in two different states, and as a superintendent in New Jersey -- the need for what I see as developing new avenues to attract and to train teachers in our profession. Second, I want to comment on what I have experienced as the past success of non-traditional teacher training programs, particularly those utilizing paid internships in other states and in other decades. Finally, I wanted to comment on some of the arguments I have heard today in favor of A-3974, and some of the arguments I have heard against Dr. Cooperman's certification alternative.

As a superintendent of schools, I think the creation of some alternative routes to certification in New Jersey is an essential reform. I see teachers as our lifeblood, and I think we need to find ways of recruiting new people. In doing that, we need to enlarge the candidate pool beyond the existing teacher training programs. I think the need for this is clear and simple, and I will leave it up to the State Department officials and representatives of the State colleges to argue about the State statistics. I do not know what those statistics are or are not. Let me just share with you what I see at the local district level.

First of all, I see that large numbers of our most talented students coming out of the high schools are not entering teacher training colleges and teacher training programs. I also see that when I recruit teachers to fill vacancies I have difficulty finding qualified, able people coming out of existing training programs. In my high school, Chatham Borough High School, I looked back at the statistics and saw that in 1981, 1982 and 1983, not a single member of the top 20% of any of the last three graduating classes entered teacher training programs. I do not think our best students are entering those programs to begin with, and I share Dr. Carroll's concern about SAT's, but, if we are going to use SAT's, I don't think 950 is anywhere good enough. I think we should be looking for people with 1100 or 1200 SAT's to bring them into our profession.

I think the paucity of talented people entering teacher training programs is also clear from the other end. Chatham Borough has hired thirty-seven new teachers since 1980, and we are a very, very small district. Out of the thirty-seven, we only hired four who had

graduated from New Jersey State teacher training programs. These four were all from specialty areas, physical education and special education. I agree with the kudos that the special education programs have received today. More importantly, of the thirty-seven people we have hired, thirty-two were experienced people who came from other states or had years of service in other districts. What that says to me is that when we look for teachers, we have been discouraged by the caliber of the young people coming into the field, and we have had to look out of State and to experienced people to find the kind of quality we are looking for. This year we hired ten people; they had a combined sixty-seven years of teaching experience in New Jersey and other states. I think the conclusion is clear in my little narrow corner of the State, and that is, our best kids are not going into the programs and we are not finding the quality coming out.

The problem for me is magnified by the fact that in my district, and I think this is somewhat true in other districts, we have an aging faculty, and we have a changing enrollment picture where, for the last three years, our elementary and first grade enrollments have gone on an increasing trend. Faced with retirements in the next few years and increasing elementary enrollment, we are going to be hiring more and more teachers over the coming decade. I think we need to find ways of being able to recruit those teachers from the top 20% or greater, the best we can find.

Let me shift to the second point. I have been a little bit surprised at some of the discussion today about the concern over the internship approach. I think the alternative route proposed by the Commissioner is not as revolutionary as some people this morning were arguing. In many ways it parallels avenues into teaching which have been successful in the past and in other states. During the 1950's and 1960's, programs which recruited liberal arts graduates who came into the field with majors in their subject area, and trained them through full or half-year paid internships, assignments were quite common. I was trained in such a program myself, and I will comment on that in a few minutes.

ASSEMBLYMAN DORIA: Let me ask you not to get too involved; we want to keep it brief.

New Jersey State Library

DR. SMITH: Okay, fine. I have administered schools in other states which have utilized internship programs very successfully. From 1971 to 1975, in Pennsylvania, my high school utilized graduate interns from the University of Pennsylvania on a yearly basis. All of them were successful; many were brought directly onto the staff as they finished their internships. From 1975 to 1979, I was a high school principal in Connecticut. In that state it was possible to employ teachers who were not yet certified on the premise that they would become certified, and I would say unequivocally that the finest young teacher I have ever worked with was a graduate of Wesleyan University, who taught history and coached ice hockey in my high school. He had not completed a teacher training program. He was not certified, but what he was, was intelligent, creative, exciting and hard working. He had a great deal of success in the school, and after three or four years, he moved on to another profession. He did not become certified as a teacher. But, his students and my school were richer from his exposure, and I would like the opportunity to recruit young people like Robert Ingraham into my high school currently.

I said a few minutes ago that I was brought into the teaching profession through an internship program. I graduated from Williams College in Massachusetts in 1963. Williams is a small, private liberal arts college. It does not offer education courses. I majored in history and graduated with highest honors. The following year I completed a master's degree at Harvard University in a program built around a paid internship in a public school. In that case, it was the junior high school of Winchester, Massachusetts. The Harvard-based internship program which provided an avenue into public education for me, and for a regular stream of liberal arts graduates in the 1960's, no longer exists. Similar programs based at Yale, John Hopkins, Wesleyan and other universities which were also common at that time no longer exist. I think that Dr. Cooperman's plan for a paid internship program in New Jersey has the potential of attracting into the profession the kind of liberal arts graduates in the 1980's, that the university-based internships did in the 1960's.

Let me just touch briefly on what I see as some of the concerns about the program, and what my response would be. I have

found, by the way, that my teachers are enthusiastic about the program. My parents are wildly enthusiastic about it, so in my little community I am getting a lot of urging to support this idea. The main arguments which I have heard -- or concerns -- are the possibility of putting individuals into the classroom who lack experience working with young people, and the threat that the program would provide to the State colleges. Obviously, from my experience, I have confidence in the ability of interns to handle a classroom assignment. More importantly, I have confidence in the ability of administrators to make the distinction between those who could and those who couldn't. I do not see the proposal as a threat at all, to existing programs. To provide an alternative route to certification is not to replace existing programs, but to augment them. As a superintendent, as I would recruit people, I would still look for the best people, and they may come out of a traditional program or they may not. In areas such as elementary education, special education and reading, I would certainly look for people with more extensive training in traditional teacher preparation programs. If I was looking for an advanced placement, a physics teacher, I might be more willing to look at someone with a strong academic background who came in through an alternative route.

My advice to the State colleges would be similar to what the Chancellor said a few minutes ago. I think it could provide a terrific opportunity for the State colleges to work with the State in developing some programs which would augment the internship. I would like to see the State colleges, if the internship program came into being, offer some summer programs for prospective interns, to provide some more extensive training than the training included in the initial proposal, or to provide some ongoing seminars which could be run jointly with the local schools during the school year, for individuals who came in through the internship route. Thank you.

ASSEMBLYMAN DORIA: Thank you. I only have one or two questions. The internship you attended at Harvard University, was that run by the individual school district, or by Harvard?

DR. SMITH: It was run by Harvard, but the supervision was carried out by the local junior high school.

ASSEMBLYMAN DORIA: Working with Harvard?

DR. SMITH: There was a working relationship, and Harvard paid the local junior high school to provide some of the supervision.

ASSEMBLYMAN DORIA: Did you get course credits for it?

DR. SMITH: Oh, yes.

ASSEMBLYMAN DORIA: Yes, okay. You received course credits. So then, it was finally a Harvard program, because Harvard would not give credits for no reason.

DR. SMITH: Yes, but let me say it was a full assignment of classes in a junior high school.

ASSEMBLYMAN DORIA: I understand that, but what I'm saying is that the internship was a supervised internship run under the auspices of Harvard University, and using the facilities of the Winchester School District.

DR. SMITH: Right, and one of my suggestions to the Cooperman plan would be to look into the possibility of working jointly with the colleges in the State to provide a joint supervision of that.

ASSEMBLYMAN DORIA: So, what you're saying is that there is a need for some input--

DR. SMITH: (interrupting) Absolutely.

ASSEMBLYMAN DORIA: --rather than having a school district being involved in it.

DR. SMITH: Well, I think it can be done jointly.

ASSEMBLYMAN DORIA: Jointly, but you need some input from the colleges.

DR. SMITH: I think it would be helpful, yes.

ASSEMBLYMAN DORIA: Yes, I would think so.

DR. SMITH: What I see it doing, is providing a way for me to go out and recruit some people who maybe are changing their minds, and who might have some qualities to offer.

ASSEMBLYMAN DORIA: That is my next question. You mentioned the very outstanding teacher you had in Connecticut, and he left the teaching profession.

DR. SMITH: Sure.

ASSEMBLYMAN DORIA: One of the problems that was brought out by a number of individuals here, including the speaker before you, Herb Green, was that we have to work to maintain the good teachers in the system, rather than--

DR. SMITH: Absolutely.

ASSEMBLYMAN DORIA: Okay.

DR. SMITH: But, I think the good people in the system are really stimulated by the other people who are there.

ASSEMBLYMAN DORIA: My final question-- You talk about students going into teaching with 1100 or 1200 boards. In your school district, how many students, approximately, graduate from your high school who get an over 1100 boards?

DR. SMITH: I don't know. Our average mass score was, I don't know, 526, and the verbals around 500.

ASSEMBLYMAN DORIA: So, that is the average, so they would have to be significantly above average to get 1100 or 1200?

DR. SMITH: Oh, sure, sure.

ASSEMBLYMAN DORIA: So, there wouldn't be that many students even available out of most high schools, who would be getting those scores?

DR. SMITH: My argument is, if we limit ourselves to existing teaching training programs, we reduce our ability to attract a greater number of qualified people. There are really qualified people there, but if I can go to a college, where young people who have exceptional scores have been trained, or have been attending, and recruit them into the field and have a way to bring them into teaching, then we are going to get some of those people.

ASSEMBLYMAN DORIA: Why do you think people do not go into teaching who have high scores? Do you think it has anything to do with the college preparation program, or does it have to do with the starting salary they would make?

DR. SMITH: Well, I think it is a combination of things, and I'm all for higher salaries, but I wouldn't put as much on salaries as other people. Salaries have always been low. When I entered, salaries were low.

ASSEMBLYMAN DORIA: Okay. When all of us entered -- I taught, and I started at \$5,000 a year. But, the question with me is, do you think that just because there is a teaching program, people do not take teacher education courses, or do you think that a lot of people do not go into teaching because they are offered, let's say in

the area of math, \$24,000 a year to work as a computer scientist, versus \$13,000 as a teacher?

DR. SMITH: I think there are a lot of fine colleges which just do not offer teacher training programs. If you go to Williams, as I did, and you decide you want to be a teacher, you cannot take teacher courses at that college. So, your choice is either to go into private school teaching, which many of my friends did, or to try to become certified and go into public school teaching. To become certified, you need a route that I think is more direct than going back and starting over with the course work in the State colleges. That is what I mind.

ASSEMBLYMAN DORIA: Thank you very much. At this point we will call Bernard Kirshtein, President of the New Jersey School Boards Association. He replaces Ted Reed on the list.

MR. KIRSHTein: No one ever replaces Ted Reed.

ASSEMBLYMAN DORIA: You're the pitch hitter; thank you, Bernie.

B E R N A R D K I R S H T E I N: You'll note my statement says, "Good morning," but I think it is more apropos to say good afternoon.

ASSEMBLYMAN DORIA: Unfortunately -- we apologize.

ASSEMBLYWOMAN GARVIN: We may be saying, "Good night."

MR. KIRSHTein: I hope not. While commending the intent of Assembly Bill 3974 to upgrade the teacher certification process in certain respects, the New Jersey School Boards Association finds that it cannot support this bill, because its primary effect would be to eliminate any routes to certification other than completion of an approved teacher preparation program.

While we were stong proponents of the code revisions which established the present standards for teacher preparation programs, we also believe that the exploration of alternative routes to certification holds much promise and, of course, there has been a lot of dialogue already about the Commissioner's program. I'll not digress on that. But, the issue at hand is not whether the Commissioner's proposal is a good one or not. We are not here today to argue for or against the particulars of this proposal. In fact, we are still studying this proposal and have not yet reached a definite conclusion.

The real issue today is whether the Commissioner's proposal or any other alternative routes to certification can even be considered. We believe that the State Board should have the opportunity to pursue the ideas offered by the Commissioner, to rework or modify them as required, and to put into operation an alternative route if, in their judgment, that is the wisest course of action. Of course, A-3974 would preclude such an opportunity.

We all share the same goal, namely, we want New Jersey's public schools to have the finest teaching staff possible. There may be more than one way to reach this goal. We urge you to recognize this possibility and not to discourage the development of alternative routes to certification.

We also have concerns about some of the other elements of the bill, such as the sudden imposition on January 1, 1984 of new standards for emergency certification. After this date, just a few months from now, anyone teaching without a degree would be discharged unless the district could not find a replacement. If no replacement could be found, the teacher would continue only if he or she were enrolled in a degree program.

This sudden change in the rules could cause serious disruption of school programs in mid-year in certain areas of teacher shortage, especially in the vocational education area. Although we agree that changes are needed in the use of emergency and provisional certifications, we hope you will give careful consideration to the impact of this section of the bill.

ASSEMBLYMAN DORIA: Thank you, Bernie. Basically, if I understand what you're saying, you are not pleased with the bill as presented, but at the same time you have made no commitment on whether you support or oppose the Commissioner's proposed guidelines for teacher certification.

MR. KIRSHTEN: That's true, Joe, because we work in a democratic process, and our Board of Directors, etc. are meeting on the fourteenth of this month to further discuss this issue.

ASSEMBLYMAN DORIA: Are there any concerns you might have?

MR. KIRSHTEN: Well, me personally?

ASSEMBLYMAN DORIA: Yes.

MR. KIRSHTEN: I think the concern I would have, especially, is in the area of elementary education -- me personally.

ASSEMBLYMAN DORIA: I think that is something we're concerned about.

MR. KIRSHTEN: Yes, because I have experienced as an individual -- I am a graduate engineer. I have about 160 or 170 undergrad credits. When I retired, I felt as a school board member that I should gain some experience in the teaching field, and I subbed in my own district, taking no money, of course. I served without pay. But, I would only teach math and science. I would not handle anything else, because I feel that is my forte. I felt I could handle that well, and I was not a baby-sitter when I went into the classroom. I wanted to know where you were yesterday, and where we were going to go from there in the text, and I followed the text.

ASSEMBLYMAN DORIA: I would think, once again, the reason I presented this bill specifically was to develop discussion on this whole question of the proposal made by the Commissioner, feeling that there was not enough input. Were you people involved at all in the development of this proposal?

MR. KIRSHTEN: No. I don't take umbrage with that position because, first of all, something has to be developed and, while it is in the development stage, I do not think it is necessary that we be party to it until after it has been developed and presented. Then I think I should have a fair shot at saying yes or no, or whatever.

ASSEMBLYMAN DORIA: Have you been called in for discussions on it now?

MR. KIRSHTEN: I know that Lloyd Newbaker was brought in and briefed on it, as well as some of the other organizations.

ASSEMBLYMAN DORIA: Briefed, but not asked for his opinion?

MR. KIRSHTEN: Well, we'll have our opportunity, Joe, of addressing it at the appropriate time.

ASSEMBLYMAN DORIA: The State Boards, right. Okay, thank you, Bernie.

ASSEMBLYWOMAN GARVIN: Thank you, Bernie. My question is, will you then respond to the Delegate Assembly on the Commissioner's proposal. Is that being considered?

MR. KIRSHTein: We will not have time, Mildred, to go to the Delegate Assembly, because the Delegate Assembly does not meet again until December.

ASSEMBLYWOMAN GARVIN: Right.

MR. KIRSHTein: We are taking rather a little shortcut and going to our Board of Directors, which is a representative body of that Delegate Assembly. We hope to do that October 14. I have called for a special meeting for the October 14 date.

ASSEMBLYWOMAN GARVIN: Okay. Well, would these two bills, in addition to the Commissioner's recommendations, be considered at the Board of Directors meeting?

MR. KIRSHTein: I can make a point of bringing the subject up.

ASSEMBLYWOMAN GARVIN: If you don't mind.

MR. KIRSHTein: It is an excellent idea.

ASSEMBLYWOMAN GARVIN: I would recommend that you include in the discussion of the Commissioner's proposal, these two bills which we are discussing today, so they can perhaps be considered for the Board's discussion.

MR. KIRSHTein: Yes, I will.

ASSEMBLYWOMAN GARVIN: Thank you.

MR. KIRSHTein: Thank you very much.

ASSEMBLYMAN DORIA: We will now have Ray Peterson from the American Federation of Teachers. Ray?

RAYMOND A. PETERSON: Assemblywoman Garvin, Assemblyman Doria, members of the Committee: I want to thank you for the opportunity to speak to you this afternoon. I would like to abbreviate matters as well as you would, but with your permission I would like to read into the record a brief statement, and then comment on a few of the things I heard earlier in the day.

With regard to Mrs. Garvin's bill, we share your interest and your concern regarding the publication of reports calling for radical changes in public education. We have studied most of these reports, and we agree that certain changes must be made. And, if changes are to be made, we believe it appropriate that all segments of the educational community should be involved in the discussion of any proposed changes.

Since the American Federation of Teachers has frequently been identified as a proponent for change, and since our President, Albert Shanker, may be the nation's most widely-read thinker and writer on education, it seems appropriate that a representative of the American Federation of Teachers should be among those appointed to the commission envisioned by the sponsors of the bill. This is particularly important in view of the fact that the AFT represents teachers in the State's largest school district, its nine State colleges and, altogether, about 12,000 of New Jersey's teachers. I respectfully suggest to this Committee that this bill be amended to include the President of the New Jersey State Federation of Teachers, or his designee, and that the total membership of the commission be increased to at least thirty-six members.

Now, with regard to Assemblyman Doria's bill, let me say at the outset that we were pleased to see the names of so many cosponsors from both political parties on a bill that is clearly designed to elevate entry standards for teachers in New Jersey's public schools.

We have all read a variety of reports from reputable organizations dealing with the condition of public education. Several of those reports conclude with a series of recommendations and, although the lists of recommendations are not identical, there are certain similarities that become quite obvious, even to the most casual reader.

I believe that Assembly Bill 3974 addresses, forthrightly and concisely, one of the major concerns of those who prepared the reports, and one of the major concerns of educators and of the public at large. That concern, of course, is for the quality and academic competence of those who might be hired to teach in the public schools of New Jersey.

Our Commissioner of Education has expressed concern, both in public and in private, about the rank-in-class and the SAT scores of some of those currently enrolled in teacher education programs, and he has proposed a program that would, in effect, provide an alternate source of supply for new teachers.

There is a great risk in this alternative plan, not for the Commissioner, but for the children of the State and, although some elements of his plan are praiseworthy, we cannot endorse a teacher

licensing program that gives short shrift to the need for a formal program of study in such areas as child development, educational psychology, educational tests and measurements, supervised student teaching, and other accepted elements of a professional education component.

It has been barely a year since the State adopted a new set of standards for the preparation of teachers. It would seem to me that those new standards should help to alleviate many concerns about the quality of the potential teachers who are not in training.

While I share the concern of all who desire better schools and better teaching, I am troubled by the Commissioner, and by a State Board of Education that adopts new seniority rules which will make it easier to lay off experienced teachers who are currently certified to teach certain subjects, if those teachers have not taught those subjects for their current employers.

It would be a tragic waste of talent, and it would be grossly unfair for the State to allow the layoff of teachers with fifteen or twenty years of classroom teaching experience, while at the same time opening the door to so many who have had no teaching experience or training.

Several bills have been introduced to alleviate the fears that experienced teachers can get "rusty." Assemblyman Mazur has introduced a package of bills that would provide for the retraining and updating of experienced teachers who may be in line for a layoff due to changing enrollment patterns and changing academic programs. New Jersey's colleges are equipped to do this, just as they did it in the "Sputnik" era. The Federal government has appropriated \$50 million for teacher retraining, and it seems to me that the New Jersey Legislature should give serious consideration to A-3787 - A-3790.

The retraining of experienced teachers, combined with the higher standards proposed in A-3974 would go a long way toward upgrading the preparation and academic competence of those who will teach in the 1980's and beyond. While none of the proposals made in this bill will provide absolute guarantees of good teaching, they should certainly serve to screen out those who should not be teaching.

If I may, I would just like to comment on a few things I heard earlier today. With regard to student teaching, I do not see student teaching the way the Commissioner does either. I agree with Edie Fulton. My experience in student teaching was, and I do have some problems with the way it worked in some places -- I was given to two teachers, twenty-five or thirty years ago, one of whom I thought was the best teacher in the school, and one of whom I thought was the worse. I do not agree with that. In my own experience, and I have had about a dozen student teachers -- my experience in dealing with those people was to let them observe for a week, on a high school level, give them one class the first week, perhaps two classes the second week and, when they felt ready, let them take over completely, but I was there all the time.

I have known public school teachers who have sent student teachers back to college during the first week, and they said, "Not in my classroom." So, I think we do need to turn some attention to the whole process of student teaching and to the selection of cooperating teachers.

With regard to taking the test, in 1952 or 1953, I took a test in another state that would qualify me to teach in an elementary school there, although I was trained as a high school teacher in one of New Jersey's colleges. I got such a high grade on that test that it was good for my confidence, and I felt very comfortable teaching the seventh and eighth grades. I felt a little less comfortable teaching the sixth grade, and I was very relieved when they didn't ask me to teach reading or any of the subjects down at the primary level, although the paper said I could do that.

As far as the orientation period is concerned, if we can ever get a handle on what new teachers really need to know, if some of them have forgotten it since they were sophomores in college, they can still have an orientation period as they start off. I know some school districts have two and three-day orientation periods for new teachers, and that can still be done. But, I don't think you can teach a new teacher everything he or she needs to know in five days.

ASSEMBLYMAN DORIA: Thank you very much, Ray. Are there any questions from the Committee? (no response) I want to thank you for

taking time out, and for being so patient. We appreciate your comments.

I have here some comments from Dr. Mariam T. Chaplin, who could not remain with us, but who has asked for her comments to be entered into the record. Will the stenographer please add these into the record?

At this point I will call Dr. James Donovan, Superintendent of Schools, West Orange.

D R. J A M E S D O N O V A N: Good afternoon. I shall be brief; I think many of the specters that have been raised by my colleagues can be quite easily underscored by me.

With regard to Assembly Bill 3851, I personally do not support it. I have a concern about studying more studies to study additional studies, and I am not sure where the line ends. I also have a specific concern about the date. It seems that if we wait until the date of January 1, 1985, we tend to put everything on hold, and I have a concern about putting things on hold. I'm sure there are a number of things the State Department of Education can do well, without waiting for another study.

With regard to Assembly Bill 3974, I have a concern, which I think was alleviated somewhat by Assemblyman Doria when he indicated and stated the intent was really to generate discussion and input.

ASSEMBLYMAN DORIA: Well, to a degree; that doesn't mean it is not going to pass. It means that that was the first step of the process. I did not mean to preclude it would not necessarily become law. I would never like to do that.

ASSEMBLYWOMAN GARVIN: No.

DR. DONOVAN: I am pleased for the clarification. The concern I have is that it would put administrative code into law, and I really am concerned about the flexibility that that would then give us. The concerns which have been raised about Commissioner Cooperman's proposal on the alternate program, I share to some extent. However, I think it is a timely proposal in permitting us to look at different ways of having other folks enter the teaching ranks and the teaching profession.

A major concern I have is basically, I agree there is a specific fundamental body of skills that teachers need, and the concern I have is how the individual who would enter the internship program would receive these skills. I'm sure there are specific skills required in tying a shoelace, but there is another battery of skills required in order to teach someone to tie a shoelace.

Other than that reservation, I have no problem in supporting the Commissioner's alternative program. I do not think it demeans the college programs, nor the traditional programs we now have established. However, I do have some concerns about those, but I do not think this is the forum to get into them.

I appreciate your time, thank you.

ASSEMBLYMAN DORIA: Thank you very much. We appreciate your waiting for us. Are there any questions? (negative response) Thank you. I do not think Dr. John Charlton is here; he left already. Is Dr. Bernard Roper here? (no response) I think he has also left. Carol Conger? Has she also left? (inaudible response) Well, if she is here we will call her next. Dr. Edward Sullivan, Superintendent of Schools, Harding Township.

D R. E D W A R D J. S U L L I V A N: Good afternoon. I think 1983 has been a dramatic year for schooling. Not since the Sputnik era has there been such a focus on standards for education, attention to the need for qualified and competent educators, agreement on basic curricula patterns, and a plea for responsible citizenship. In all, the recommendations for reform provide us with a challenge to rededicate efforts toward providing a quality education for our children. Inherent in that challenge is a need for the Legislature to support endeavors that will provide educators with the means to achieve the goals of our State Constitution and the philosophies of our local Boards of Education.

I share with you today concerns with two legislative proposals that are indicative of the times. Frankly, I perceive A-3851 and A-3974 as means to influence New Jersey education in less than a substantive way. The national commissions have published their reports; concerned school districts and educational organizations are analyzing the implications and will be recommending specific and

decisive measures to address identified issues. Responsible educators, in short, are involved in efforts to improve the schools. We are taking the opportunity presented to us by the concerned citizenry and the national commissions, and are pursuing relevant paths to excellence.

A-3851, in my opinion, will needlessly duplicate the efforts already begun, and will tend to centralize recommendations. Such recommendations, if and when enacted, will: delay pertinent change for at least fifteen months, be too general in order to affect the nearly 600 school districts, and be perceived as being further State-legislated mandates in an already overburdened list.

Hence, I would encourage a revised draft of A-3851 that would posit a more direct role in either the recommendations presently before us in New Jersey, strengthen local district initiative, or implement the recommendations to be developed by the Governor's panel for national reports. The intent of proposed legislation on teacher certification, A-3974, seems to me to be a partial solution to upgrading the quality of training of new teachers. The specific measure related to standards of undergraduate performance, the need to incorporate research on the characteristics of effective teaching and schools, plus the requirement to demonstrate aptitude for teaching are commended. I encourage the Legislature to go beyond these initial elements, however, if it persists in legislating teacher certification requirements.

The issue of quality preparation for teachers is only partially remedied by A-3974. The scope must be enlarged so as to attract qualified graduates from liberal arts backgrounds in order to supply teachers where shortages exist, and to bring to our children the most competent. I endorse the proposal by the State Commissioner of Education, Dr. Cooperman, to provide an alternative route to teacher selection and professional quality assurance. The Commissioner's proposal, when adopted, will augment the pool of potential teachers and does not obviate the hiring of teachers who have graduated from teacher education programs. An inherent feature of Dr. Cooperman's proposal which appeals to me as a school administrator, is the concept of leadership. I welcome the opportunity to be responsible for on-the-job

training of new entrants. I endorse Dr. Cooperman's proposal as a further method to redesign the role of school administrator to that of educational leader. An amendment to A-3974 incorporating these ideas is critical. Your kind attention is urged.

The momentum for effectual changes in education is unparalleled within the last twenty-five years. The citizens' attitude for change is a receptive one. Leadership and commitment from our State leaders are obvious. The Legislature's role at this time would be greatly valued if it was encouraging, supportive and assisting the improvement efforts that are currently underway.

I thank you for your attention.

ASSEMBLYMAN DORIA: Thank you very much, Dr. Sullivan. Where is Harding Township?

DR. SULLIVAN: Harding Township is in Morris County.

ASSEMBLYMAN DORIA: Morris County?

DR. SULLIVAN: Correct.

ASSEMBLYMAN DORIA: How large a district is it?

DR. SULLIVAN: We are a "K" through eight district, kindergarten through eighth grade, with approximately 300 youngsters, and then our youngsters are in a sending/receiving district relationship with a public high school.

ASSEMBLYMAN DORIA: Okay. We appreciate your coming today; thank you very much for your interest. I guess Carol Conger is not here, so the next witness will be Dr. John Fanning, Superintendent of Schools, Bernards Township. Did you all take a bus from Morris? (laughter)

FROM AUDIENCE: Somerset County.

ASSEMBLYWOMAN GARVIN: I wonder why we have so many Morris County people.

D R. J O H N F A N N I N G: Assemblywoman Garvin, Assemblyman Doria and members of the Joint Committee: I am going to skip over some of my printed remarks here because of time. I have been here a long time; suffice it to say--

ASSEMBLYMAN DORIA: (interrupting) We apologize for that.

DR. FANNING: I appreciate having the opportunity to appear before you. I want to say that in my printed remarks I go into the fact that I--

ASSEMBLYMAN DORIA: (interrupting) Do you have a copy of those we can give to the stenographer?

DR. FANNING: Yes, they're coming around. I go into the fact that I have, on a number of occasions, interviewed what I seemed to believe were well-qualified, enthusiastic individuals, who were reputable members of a community and who worked well with youngsters, but who could not be certified under the present system and would not take the time and energy, because it would mean loss of salary to go back to school. Therefore, I support an alternative method. I gave some examples in my printed word.

I'm concerned that our present certification procedures are not sufficiently flexible to provide options for apparently qualified people who are interested and enthusiastic about entering our profession. I have examined carefully the two bills that this Joint Committee is discussing. In the case of Assembly Bill 3851, I am reminded of what some of my colleagues and I refer to in teaching as a "pitching activity," that is, an activity that on its face is worthwhile, but for which no specific outcomes are predicted. An example would be a trip to the zoo where a teacher may, in fact, prepare the young people for that trip by discussing attire, lunch arrangements, rules on the bus, etc.; however, the teacher generally does not know in advance what the young people are likely to learn. The most important part, in some of our minds, of a pitching activity is the debriefing that follows that activity. The part of the activity where children have an opportunity to share together what was exciting about their trip: the funniest animal they saw, the most frightening animal they saw, and the like.

When I examine carefully Assembly Bill 3851, it seems to me very much like a pitching activity, on its face it's worthwhile. In spite of the fact that specifically the commission as proposed is directed to, "Conduct a comprehensive study and examination of the concerns and recommendations of the several national commissions and task forces on education giving special attention to the preparation, training and retention of quality teachers and other recommendations that may enhance or expand the State's goal of maintaining a thorough and efficient system of public schools," no one knows for sure what the

commission will find, what they will learn, what they will share. I think it is desirable to have such a study, so long as it does not preclude the possibility of developing an alternative mechanism to certification.

Similarly, I find Assembly Bill 3974, with its host of sponsors, to be admirable on its face. Who in this day and age could argue against requirements that would ensure that programs in New Jersey colleges for the certification of teachers meet rigorous standards and that individuals entering the teaching profession be of the highest quality. The new standards already developed may, in fact, produce the desired outcome. Assembly Bill 3974, however, would prevent, in my mind, the possibility of developing an alternative method for certification. In fact, I think, after listening today, that this is the wrong place. I think it should be turned back. Let what is already in the code run its course, not bring it into law, and I understand the purpose of this bill is to generate discussion. I think it has done that. I think more discussion should go on. As a result, I urge that this bill, in particular, not go out of committee, and if it goes out of committee, that it be defeated, or that in the alternative, the Committee adopts clear language in the bill which would allow the Commissioner's initiative to go forward.

In summary and conclusion, I support Commissioner Cooperman's initiative to develop an alternative method for teacher certification which would open our profession to apparently qualified, interested and enthusiastic individuals without undue hardship. I urge this Joint Committee to prevent Assembly Bill 3974 or Assembly Bill 3851 from stopping or interfering with the Commissioner's proposal for an alternative certification proposal. Thank you very much.

ASSEMBLYMAN DORIA: Thank you very much, and thank you for your patience. Are there any questions? (negative response) I have here comments from Dr. Kenneth Carlson, Professor and Associate Dean, Rutgers Graduate School of Education, and I would like to have those included in the record. Dr. Carlson had to leave. John, will you take care of that? (affirmative response) Is Eileen Burke here? (response from audience) She had to leave, okay. Dr. William Guthrie, Association of Independent Colleges and Universities, representing the

Association. Bill, we apologize again for being so late, but we thank you for waiting.

D R. W I L L I A M G U T H R I E: Assemblywoman Garvin, Assemblyman Doria, thank you very much for giving all of us an opportunity to look at this question about the certification of teachers, particularly today.

I would like to speak first on the bill which provides for further discussion and, in fact, investigation of the whole matter. I would like to say that the Association of Independent Colleges and Universities of New Jersey, which includes, of course, liberal arts, business and education, as well as other areas-- I would also like to say I am President of the New Jersey Association for Colleges for Teacher Education. Both organizations believe that there is much to be looked at, and this would provide an opportunity. I would like to point out though, that membership should at least be someone from the college community on that.

Why is it necessary to do more study? There are so many questions. For example, I think all of us who have examined the logic, as well as the data presented by the Commissioner's staff in the past two weeks, would indicate that this in no way is a rigorous nor comprehensive look at teacher preparation, not only in New Jersey, but in general. We are busy studying it now and in, I hope, a short time, we will have a document which will show its limitations, and which will provide other information. I think that is very important.

For many of us to examine the bill, the other bill, and the Commissioner's study, there are lots of things we do not know, and perhaps an enlarged group looking at it would be extremely helpful. We have all had experience with hearings and, as many people mentioned, I am trying to stay within three minutes. We are concerned that much of the testimony is being filtered bureaucratically. Much of what we would consider to be significant never reaches the ears of those who should be hearing such significant information. So, the more that we look at this, particularly in specifics, the better we will all be.

Both organizations feel good about supporting all efforts for the public, as well as our profession to examine these questions carefully, so we heartedly endorse your bill, Mrs. Garvin, and I would like to say that publicly.

Now, on the other bill, I am going to raise some questions which fundamentally could be raised of the Commissioner's proposal, but which also pertain in some respects to the bill. In a sense, we would ask you to be cautious. For example, the bill presents testing more like a bar exam, than the Commissioner's. The Commissioner's proposal is just simply a one factor test, whereas the bill would provide for a more comprehensive use, specifically it would include both subject matter and professional understandings. We feel that is very important; however, the task of developing such testing is incredible. For instance, there are forty-three separate fields listed in the NASDTEC standards, but in New Jersey we have 129 teaching fields.

Just take one of them. Would the art test be a paper and pencil test, or would one want to show portfolio performance? What about music? I could go on. I know the experience we had in bilingual education, is that we like a proficiency test in the language. Now, the development of that proficiency test was both oral as well as written, and the test is in place. It has been taken over by the colleges, mainly because of the inability of the State to support such a testing program. But, that is just in bilingual education. The enormousness of establishing tests in the subject areas alone is incredible, but to take a look at the professional components as well -- we would hate to see the simple adoption of, say, a test like the, what is it, the one that EIS prepares, the National Teacher Exam -- would be too simplistic. In fact, that may indicate the simplistic way that this has been prepared for the public, and why the necessity is there to look carefully at the individual components, and why a great deal of study is needed.

Let me give you another illustration that was brought up before by Assemblyman Bocchini on equivalence. Both the Chancellor and the Commissioner have been outspoken on short-term courses, but we have been interested in what that five-day program would actually translate into. We know that as far as we are concerned it would be one semester hour, and even then it would be pushing it a little bit. So, we have a lot of trouble with that.

Also, when you consider the whole idea of on-the-job training being equivalent, there is much that needs to be looked at in that

connection. I think, though, and you may not be surprised to hear this, the colleges are very much interested in alternative routes. We feel we could, in a period of time, come up with a number of excellent options, maybe following the Harvard type study, and possibly this will give us the impetus to do that. It would be a shame, though, if we were pushed in such a short period of time, to generate something that would not actually be competitive. It is very difficult to be competitive when the present standards we need to meet are very complex, and would force us -- for example, if we were to look at a particular person to have that person have thirty semester hours in a subject, thirty semester hours in the professional area, and eighteen semester hours in the behavioral and social sciences, that would be very difficult, and unless the equivalent route was truly equivalent, we would not be able to compete, and that is a terrible problem for us.

I wanted to mention something else, Mrs. Garvin, that I think your bill would open up, and that is, we have looked on the sidelines for the past several years, and have noticed that in terms of our profession, the Board of Examiners has been overlooked. It was overlooked in the passing of the standards we presently have beginning this September, and it has been completely overlooked in this matter. Now, that is astonishing to me, because I have the draft of the new regulations, and it is consistent with the present Administrative Code. I would like to read you the particular sentence which puzzles us in the field. "The Board of Examiners," and I am abbreviating this a little bit, "which is charged under the law with the issuance of teacher certificates, and with the preparation of regulations and standards relating to the certification of teachers and other professional employees of school districts, specifically indicates that this is a central committee, that it is representative of our profession." They have only been informed that this is going on; they are in no way involved. We have seen in the past, significant changes in certification being handled by this very important committee, and we are really chagrined that they have not been involved and, apparently, will not be involved in the future.

There are a couple of other points I would like to make very fast. We have identified a serious problem in certification. The

alternate route, however, has become so dominant in our discussions, that we are overlooking the fact that no other changes are being proposed in certification. This is an area which needs careful study. When we looked at the certification changes in terms of teacher preparation programs, we identified the serious problems in certification, most of which are not being addressed. All the energies seem to be placed on the alternate route. It was astonishing to me to read the tentative regulations which, if you read them quickly, would indicate that the alternate route is the dominant route, and the rest is kind of omitted from consideration. I think that is a terrible indictment, and we need to look carefully at the whole certification problem.

One other thing people have alluded to here which is very very important is that when we prepare teachers, we should be addresssing the serious problems in the schools, and the alternate route does not address those issues. Whenever we develop any route to certification, it must rest on solid foundations, and we need to address those. That includes the whole urban problem.

When I attended the meeting at the University of Pennsylvania on the "Nation at Risk," there were two occasions which seemed to me to be very significant. One of them was when the Lieutenant Governor of Delaware asked our Vice President of the State Board of Education where we were going to get the money. It received a laugh which Bill Cosby would be pleased to receive. The other one was the speech by Mr. Jenifer from our Department of Higher Education which received the loudest acclaim of all of the speeches. He said we should be addressing the problem of urban schooling, and none of the major studies have even attempted to address the serious problems.

I might say one other thing. Mr. Brandt addressed another matter, that in the strategy of proposing changes the schools in New Jersey have been attacked, and I believe unfairly. We have asked for time to look at that carefully. Although I was not able to present those kinds of information today, I hope we will get a chance to address the Board of Education, as well as other aspects of our society about what is, in fact, happening in New Jersey. I think many things are the kinds of things that the Chancellor talked about that we should be proud of.

So, in short, I think when we look at the Commissioner's proposal against the bill, we find things in the bill that are superior. However, we are worried about the process, and would like an open and careful consideration of these issues. We believe that the bill sponsored by Mrs. Garvin will at least open a little bit wider window to these considerations. Thank you very much.

ASSEMBLYMAN DORIA: Thank you very much. Mildred?

ASSEMBLYWOMAN GARVIN: I thank you for what I consider -- and I have worked with you before -- a very sincere testimony here today. I have refused to respond to planted testimony. I did not plant anyone in this audience today -- no urban thrust. So, I appreciate what I consider your honest testimony, because we are not saying we are against anything. What we have been saying is, "Let's open up the discussion." I know I for one keep mentioning the urban school problems, and undoubtedly they are not a part of the priorities. In my position, I will give these problems some priority. You must know, when you really think of all these proposals and think about what is happening in the schools, you know, whether it is the physical condition of the schools, the security, the discipline, no one has shared with me how all of these reforms are going to change the basic school environment and, until we address those problems, we can have all the reforms at the top, but it is not changing one thing that is happening in classrooms across the State, as we sit here discussing pro and con, and it should not be like that.

We are all in this together, whether we like it or not. I do appreciate some of your comments, and I hope we can get a broader discussion on the issue, because I think it is a broad issue.

ASSEMBLYMAN DORIA: Bill, I would just like to thank you, because I think you have presented a number of viewpoints that have not been presented before. I think some of your statements concerning the willingness of the colleges to look at other areas are very important. I also think -- as you point out -- that time is necessary, and there needs to be some comparability -- very important. I think this is something the Department of Education should be looking at, and they should be working with their Board of Examiners, which I agree with you wholeheartedly has been ignored continuously for the last few years,

and with them try to develop the types of alternatives that could be successfully implemented in the colleges and, also, through the Department of Education.

I just want to thank you for some very valuable comments.

ASSEMBLYMAN ROCCO: I see Bill often, and I discuss things with him at those times.

DR. GUTHRIE: Thank you very much.

ASSEMBLYMAN DORIA: Eileen Burke? (no response) Dr. Joan D. Abrams, Superintendent of Schools, Red Bank.

D R. J O A N D. A B R A M S: Good afternoon. My name is Joan Abrams. I have been Superintendent of Schools in Red Bank, which is an urban district, for the past nine years. While Red Bank is urban, I have also served in Montvale and Englewood Cliffs, both of which are suburban bedroom communities. I put this in my talk because I want to emphasize that I have a broad base of experience on which to draw for my remarks. However, honesty compels me to say that after listening to some of my colleagues, I recognize that my orientation is probably more urban than otherwise. I wish to address two of the reforms proposed by the Governor, namely, the establishment of an \$18,500 minimum starting salary and the proposal which would allow holders of any bachelor's degree, who demonstrate knowledge of their subject areas, to enter teaching through an internship program.

In proposing to establish an \$18,500 minimum salary for teachers, much has been said about the relatively low beginning salaries of teachers compared with those of people beginning work in industry. There is no doubt in my mind that a higher beginning salary is essential, not only to increase the number of people who will be attracted to teaching, but also to raise the prestige of teaching itself. By all means, raise the salaries. However, I urge you to make a longer work year for the teachers' part of the deal. I propose an eight-hour day for teachers. I also propose that a minimum of ten more days be placed upon the calendars of every school district. By wording it this way, there would be an opportunity for local option -- some districts will continue to have more days than others. I want to make it clear I do not mean that these hours would necessarily be spent with children. In fact, I do not think that they should be for at least the

first year. Rather, they should be spent by staff in planning, in developing curriculum, and in sharpening their teaching skills through a careful review of relevant research data.

It is my opinion that most classes are underplanned now. A forty-minute planning period a day is simply not enough for teachers to be able to revise curricula, to identify the best materials to support those curricula, and to keep abreast of the latest information concerning teaching strategies that will make their classrooms effective, and will make their schools effective schools. If the quality of classroom work is to be improved, that time is needed by practitioners to plan for it.

Research shows that there is a relationship between time-on-task and academic success; that time must be quality time. The additional planning time for teachers must also be well planned so that it will result in quality education for all. I am also convinced there would be more support among taxpayers for higher teacher pay if the teachers' work year more closely resembled their own.

Teaching has always attracted women, not only because of limited opportunities in the past to go into other professions, but because the teaching schedule has fit in with their other responsibilities. The relatively short hours and long vacations have been ideal for women who still have primary responsibility for raising their children. Unfortunately, there is a percentage of women who teach, not because they are dedicated to the teaching profession, but because the school calendar allows them to meet their other priorities, family and household. The tinge of dilettantism that this has created taints public school teaching. Longer hours with higher pay could make teaching much more attractive to career-minded people.

It seems to me that without longer hours, not only will teaching programs suffer -- what is taught now will merely be watered down to take more time -- but, teaching would become even more attractive to those persons who are looking for a way to have an income with a minimum commitment. This problem would be further exacerbated by Governor Kean's proposal to allow persons with a baccalaureate degree but no methods courses to go into the classroom. If the present proposal is enacted without increasing the hours, I can forecast a

large movement into education of women who thought they could carve careers for themselves in other fields, but who found that their family responsibilities were too great for them. Concerned about their own family's welfare, unfortunately, women are still the ones who take the sick children to the doctor or who stay home with them. They are still the ones who are responsible for the maintenance of their households and for getting the food on the table. If they move into teaching because they can fulfill family responsibilities rather than because of a commitment to teaching, they hardly would be the pool of increased talent we are looking for.

I would now like to discuss the proposal to allow persons without teaching methods courses to become certificated. No doubt Governor Kean's proposal will have much appeal to the voters of the State who are looking for a quick solution to the problem of a shrinking pool of qualified teachers in certain subject areas. Undoubtedly, his plan will also appeal to some of my fellow administrators, who find their lives ever more harried by the necessity to attract teachers from among this dwindling supply. However, I cannot see much enthusiasm on the part of schools of education for any plan that eliminates or reduces their client pool. Nor would I expect the State teachers' associations to support the proposal inasmuch as their membership consists of people who took the courses and who would undoubtedly look askance at colleagues earning at least as much as they, without having "paid their dues" via methods classes.

One often hears courses in educational methodology referred to as "Mickey Mouse" courses. While many of them have been and some unfortunately continue to be without content, one should not "throw out the baby with the bath water," so to speak. The fact is that we now have a huge body of data on how to teach effectively. We also have incontrovertible evidence as to how the brain develops and functions, as well as information about children's social and emotional growth, which can be translated into appropriate programs for academic excellence. More useful knowledge is appearing every day that can be applied in the classroom. This is because present research is pragmatic, unlike much of the research that preceded it which was so theoretical and conceptual that it had little to offer the educational

practitioner, and as a result was seldom discussed in methods courses. The lack of a sound body of knowledge to be translated into educational practice resulted in strained efforts to fill time in methods courses when they became "Mickey Mouse" adventures.

Just what is it that we know today? I can hardly begin to skim the surface of a deep pool of relevant information. A tiny portion of what should be an integral part of every teacher's knowledge includes the following:

We know how to identify a child's style of learning and how to use that style to motivate youngsters. Remember, we are teaching people, not merely subjects. I fear in this day of pressure toward increasing achievement, the fact that we are teaching youngsters may be lost as pupils become mere instruments of public desire.

We know that teachers use different styles and we know how to identify those styles. We know how to work with a teacher to expand the diversity of styles that he or she uses so that there is greater congruence between the child's learning style and the teacher's teaching style.

We know how to tailor supervisory skills so that we can relate to various teacher personality types in order to get the most effective results.

We know how to design curriculum so that the average normal child can achieve mastery in all areas -- yes, I mean in urban areas too. We know what makes for an effective school in which there is a reduction of discipline problems and vandalism.

We know the classroom strategies that are effective in achieving equity and removing bias so that all can learn.

We know which activities are regulated by each hemisphere of the brain and we know what experiences a child needs to integrate both hemispheres to achieve each pupil's maximum potential.

We know about learning stages and what are appropriate developmental tasks for children at each stage.

We know the optimum time to allot to subjects on various grade levels in order to get the most efficient results.

Is all this to be ignored?

Methods courses provide the most efficient vehicle for transmitting what is known and pragmatic to the practitioner. Were such courses to be eliminated, there would be a serious gap in the knowledge base of those who are responsible for the education of our youngsters. Furthermore, and of even greater consequence, it would signal the end of teaching as a profession -- nothing less than the end of teaching as a profession -- because two hallmarks of a profession are the long preparation periods required before practice and a large body of knowledge which can be used to guide practice and predict results. By doing away with the need for such courses, Governor Kean effectively does away with teacher professionalism, an especially serious disservice to the teachers of the State and, by implication, the country. Rather, he should insist upon and set up procedures for enforcing the concept that methodology courses be upgraded, and that those courses not sharing the best thinking of the 1980's with their students be replaced. This would be a less glamorous and more difficult task with less immediate voter impact, but would be more constructive in the long run.

Surely Governor Kean, who used to be a teacher himself, recognizes that not everyone is equally adept at communicating the content of his or her specialty to others. Methods courses provide strategies for doing so which are not in lieu of content, but serve to deliver content most efficiently to children. As the mother of two children who spent considerable time in private as well as public schools, it has been my observation that many private school teachers are very ineffective and couldn't last for a day in public schools. Can it be in part because they only know content and weren't prepared for the profession of teaching? The fact that they taught in private school without having taken methods courses is no guarantee that they will be successful in a public school setting. Allowing such people into our public schools without training is another attack on the professionalism of teaching.

I would like to note that I was appalled when reading a document I received from the New Jersey State Department of Education called, "An Alternative Route to Teacher Selection and Professional Quality Assurance: An Analysis of Initial Certification." To support

the proposal for doing away with methods courses, the Department quoted Dr. James Conant. However, the quote is from 1963. It is terribly misleading because it appears to be a deliberate attempt to ignore all of the good and useful research which has gone on since then. Furthermore, inasmuch as the quote is twenty years old, it tends to support my contention that research since those times has moved into the realm of the practical and applicable.

If it is necessary to change present certification procedures, there are other ways to modify present practices without destroying the profession. For example, teachers could be required to take two specially designed preparatory courses before beginning an internship.

Certification could be renewable year by year provided that, while teaching, the person attended graduate school, taking those methods courses which were not taken before commencing teaching service. Attendance at such courses by practitioners would be a pressure upon the colleges to provide relevant and significant content with pragmatic application in all courses. Final school certification could await the completion of all requirements.

Additional responsibility rests with each school system to provide a carefully designed and soundly conceived ongoing in-service program for all staff members, not just those with provisional certification, and this has not been addressed in the proposals, as I see it. Programs should provide training to teachers which relates specifically to the goals of the system and should be given with the clear understanding that district supervisors would expect to see evidence in the classroom that the training was being implemented on a regular basis. Such a commitment to in-service development on the part of school boards and the public that they represent would go a long way to move us from alleged mediocrity toward excellence. Unfortunately, comprehensive programs with built-in teacher accountability are all too rare. I call most in-service programs entertainments. They take place, the teachers go away, and we have business as usual. That is not acceptable.

You might be interested to know that an internship plan is not as innovative as is believed. In 1971, I was hired by the City College of New York to supervise students who were working toward a

master's degree while teaching. As with Governor Kean's plan, these were students who had not prepared for teaching as undergraduates. They were placed in classrooms to be supervised by their principals and by representatives of the college, such as I, who also presented them with their methods courses. To say that the participants were in a state of shock would be to put it mildly. Of course, this was an urban setting, and they were going into urban schools. Never having had methods courses or student teaching, their internships became a nightmare. While they may have known their subject content, they had no idea about how to communicate it to their pupils or about how to maintain order in the classrooms. Their principals, no matter how energetic they may have been, had enough responsibility without the addition of these ill-prepared teachers and could offer them little help.

The college provided for a minimum of visits by me because of budget constraints, and that is always so. Even though I visited more than the number of times required, the program was simply not a substitute for the kind of traditional preparation, including student teaching, that they sorely missed. I am certain that not only did the program turn some good people away from teaching, but it did a terrible disservice to the children who were unfortunate enough to be in their classrooms.

Ironically enough, it is the very people in the colleges who have not had to take methodology courses or continuing in-service training who have been responsible for presenting the "Mickey Mouse" courses that we have all deplored. Shouldn't that tell our Governor something?

In closing, I want to thank you very much for giving me this opportunity to share my thoughts with you. Yours is not an easy task. I wish you every success.

ASSEMBLYMAN DORIA: Thank you very much. We appreciate your very, very timely comments, and I think your experience of having worked in an urban district is very valuable.

ASSEMBLYMAN ROCCO: Joe, may I say something?

ASSEMBLYMAN DORIA: Yes.

ASSEMBLYMAN ROCCO: I think of all the testimony we've had today, yours was really right on target with what we have tried to bring out at these hearings. Your experiences are just outstanding and I thank you very much, because it is just this kind of information that can help us when we try to speak to people who do not understand what student teaching is all about, and what is involved in an internship. As a principal back in the same days you're talking about, we had many people who were not trained in programs, from accounting, from liberal arts, who were in shock when they went into the classrooms, and who did not do a very good job, to say the least. So, I thank you.

ASSEMBLYMAN DORIA: Thank you. Mildred?

ASSEMBLYWOMAN GARVIN: I would also like to thank you for your presentation, because I think the whole purpose is to open up dialogue. I think I can truthfully say that the three of us were beginning to wonder as we talked to each other, if there was anyone in the State of New Jersey who was really addressing what I am concerned about -- the classroom environment -- which you have addressed today. That seems to be lost. So I, also, appreciate your presentation.

DR. ABRAMS: Thank you, and if I can help you in any further way, please call on me.

ASSEMBLYMAN DORIA: Thank you. Dr. James Kemple, Superintendent of Schools, South Brunswick. (no response) Dr. Kemple is no longer here, unfortunately. Mr. Robert A. Woodford of the New Jersey Business and Industry Association.

ROBERT A. WOODFORD: Thank you. I am Bob Woodford, Vice President of the New Jersey Business and Industry Association. I serve as a staff member of what I consider to be a very distinguished group of business persons and educators who are members of the Committee on Education of our Association.

Currently, the Committee is in the process of reviewing the national and State reports. Particularly, they are reviewing the recommendations for an alternative route to teacher certification. In that process, we have distributed to the Committee, and they have read the comments of the Commissioner, the Chancellor and Dr. Connerton of the New Jersey Education Association. We had present at our Committee meeting, Dr. Armiger of the NJEA, and we intend to invite others in to

attempt to come up with a sound idea that we can contribute to the discussion.

That leads me to my first comment on Assembly Bill 3974. We would very much like the opportunity to have the time to develop a considered viewpoint, to present that to the State Board of Education. In our judgment, it is very important that the State follow the normal regulatory route in this instance, first giving the Board an opportunity to show that it will hear from and weigh the commentary of all sectors, in order to come up with a sound approach of its own. Only then would we urge any action on legislation which would really preclude the regulatory route, the normal route, and which we feel would also preclude the extent of our involvement and the involvement of others of the public who would like to make intelligent comments on this very critical issue.

On the question of the creation of a commission, I, of course, see no problem whatever in the creation of a group with broad membership to discuss the national reports. That is exactly what our Committee is attempting to do. However, I think there is some inconsistency in the creation of a commission to study the major issues of education, while at the same time you would attempt to decide one of the most important and separate pieces of legislation, which would take out of their domain the question that seems to stir the most interest today.

In looking at the make-up of the commission, it is very heavily legislative and heavily drawn from educators. It is very light on its public involvement. Certainly, we would recommend that you take another look at the composition of that commission, and try to involve more of the public, and particularly to involve some from urban systems. In terms of things that are in that legislation that perhaps ought to be deleted, the provision requiring an equal balance of political parties in the public members, I think, does not contribute to the appropriate make-up of that commission. I just finished reading a section of the Carnegie report on teachers, which makes the point that the average teacher does not have a political affiliation. Those who do have, would generally be registered Democrats. So, in order to apply a provision in the legislation that you equally balance the

parties, when you go to look at superintendents and teachers and others who are designated, you rule out a large number of people who are undoubtedly independents, or who are at least not politically active. If you are looking for the best people, that is not likely to be of great assistance.

So, we make the plea that there be another look at the balance of your commission, and that any action be withheld at this point on legislation which would specify a particular route to teacher certification, while this whole process of discussion is now in the hands of the State Board. Whatever you think of the inclusion or exclusion of people in the Commissioner's own determination of his viewpoint, the ball is now in the State Board's park, and we would very much recommend that they be given a full opportunity to do a responsible job of weighing all the alternatives and viewpoints that you have had a chance to hear today. Thank you.

ASSEMBLYMAN DORIA: Thank you very much; we appreciate your comments. At this point we will call Dr. Joseph Della Badia from Chatham Township. (no response) Kay Slattery, Vice President of the Board of Education, West Caldwell.

K A Y S L A T T E R Y: Thank you. I feel somewhat intimidated here; I think I am the only one who is not an educator.

ASSEMBLYMAN DORIA: You might be in a better situation.

MRS. SLATTERY: I am here strictly as a parent and, while I am a member of our Board of Education, I really should stress that I am not speaking for them. They might or might not agree with me; I don't know.

I am not an educator, but I am vitally interested in education in our country today. I first became interested in education when the oldest of my three children entered school. Until that point I was content, like so many others, to leave education to the "other guy." My interest quickly grew, and last year I ran and was elected to our local school board. My interest has continued to grow much beyond the local level, which is why I have asked for the opportunity to speak to you today.

I firmly believe the direction our nation, as well as the world, takes in the future is directly related to the quality of

education our children receive today. The future of our youth and its education should cross party lines and concern each and every one of us as individuals, not as Democrats or Republicans.

I feel very strongly that one of the best things to happen to education in New Jersey is the active leadership by our Governor and Commissioner of Education in trying to establish effective criteria for upgrading the quality of education today. There is one fact that seems to have been almost unanimously accepted -- that education in our country today is indeed in a crisis. The solutions we have seen offered by the new proposals are indeed revolutionary, but given a chance, I think will prove themselves. Granted, there are flaws to be worked out, and the advocates of the proposals will be the first to admit that, and to go even one step further. They are willing to seek active input from anyone concerned with improving education today. These proposals offer something not really seen before -- realistic solutions to real problems. The approach has not been one of wringing hands and saying, "Look at what a mess we are in," but rather saying, "This is the mess we are in, and this is what we can do to correct it." It is difficult not to admire that approach taken by these leaders, even for a lifelong Democrat like myself.

I do not want to go into details of the proposals here, as I'm sure you have all heard and read them many times by now. I would like to point out one thing, however. 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. In addition, the alternative route to certification addresses two glaring deficiencies of the current system. First, it calls for a definition of what effective teaching actually should be. It will set down uniform standards for determining effective teaching. Secondly, it calls for a definition of what exactly a beginning teacher should know about his or her subject area in order to effectively teach.

These proposals we have seen over the last several weeks have been carefully researched and compiled by competent professionals in

the field of education. In addition, the alternate certification proposal has built into it a continued call for input by nationally recognized experts in the field of education. These experts will guide our educational leaders in establishing criteria for continually evaluating and upgrading education standards in New Jersey.

It is the collective wisdom of these professionals that advises these new proposals be given a chance to succeed. Obviously, we need to try a new approach. What we have been given by these people is not etched in stone. It is merely a game plan that can be modified if necessary. But what it is, is a beginning, a step forward.

I would, once again, ask you all today to put aside party politics and to consider the real issue -- the progress of education for our youth.

I would urge you all not to support a bill such as A-3851, which would delay the onset of this progress, or a bill such as A-3974, which would, while upgrading current standards for teacher certification, at the same time effectively freeze any movement toward giving the new proposals a chance at success.

Educational progress will benefit us all, and I urge you to support the measures necessary to ensure progress takes place. Thank you.

ASSEMBLYMAN DORIA: Thank you, Mrs. Slattery. I just want to point out that there is no partisan politics involved. Unfortunately, John is a Republican and we are Democrats, and we all have concerns.

MRS. SLATTERY: I understand that the commission is--

ASSEMBLYMAN DORIA: (interrupting) One of the things you said that I would have to disagree with is -- it is meant to be an alternative, and it is meant to replace what presently exists. They are saying it is meant not to replace it, but if you look at how it is going to be implemented and what is going to happen in the real world, it will replace the present system.

MRS. SLATTERY: I totally disagree with you. I went to Trenton on the seventh when Dr. Cooperman and Governor Kean gave their proposals, and I was there last week and had them presented again. I just do not see that happening. I really don't.

ASSEMBLYMAN DORIA: You're more optimistic than we are, unfortunately.

ASSEMBLYMAN ROCCO: Joe, I have a question.

ASSEMBLYMAN DORIA: Yes.

ASSEMBLYMAN ROCCO: I agree with Assemblyman Doria. It certainly will replace the present system. The more you hear the Commissioner talk, the more you realize he is continually talking -- although he talks alternative, he continually talks about a restructuring of the entire profession. Let me ask you a question, though. Do you think the parents in your district would want, in first grade, someone teaching their children who has had no training in reading or interacting with six-year olds? Do you think that is something your parents would really agree to? Would you want your child in that classroom?

MRS. SLATTERY: Well, I would have to honestly respond to you by saying it would depend on the person. You know, I am the same as all of us, I can only relate to things personally. I have a very, very close friend who has taught French in a Catholic school for twenty some years, and who is probably the best there is, and he absolutely could not teach in the public school system because he is not certified. So, I see that there are people out there who really could benefit our system. I mean, granted, there would be some who wouldn't, but there are some there now who aren't doing very well either.

ASSEMBLYMAN ROCCO: Let's carry it a little bit further. I for one, and I can't speak for the Committee, have no difficulty with the alternative concept. I think someone who has been out in the field for twenty years in a private institution -- I think we should find a way to bring him or her into the profession. I do not believe I disagree with that, nor does anyone else here. I also believe there are certain people out there with certain kinds of life experiences, who could, in fact, come into education and do a good job.

What bothers me is that -- and you see, you never answered my question. The truth is -- my guess is that if you talked to parents, they would not want an untrained person in the first grade teaching their children -- a person who has no training in reading, no training in working with children, no experience in the field, hasn't been in the first grade in umpteen years. My guess is, if you really wanted to be honest, that parents would not want that.

MRS. SLATTERY: Well, again, I would have to say that as an individual, and I have three children now in elementary school, it would depend on the individual. I had a personal experience myself. I have a B.S. degree and I taught in nursing without any methods courses, any teaching courses.

ASSEMBLYMAN ROCCO: You're talking about adults, right? I am talking about six-year old children.

MRS. SLATTERY: Well, I'm talking about nursing students, but the concept is the same. Some individuals can do it, and some can't. I think that if you don't give it a chance, you are shutting the door to everybody.

ASSEMBLYMAN ROCCO: Well, just for the sake of a little fun here, you're talking about nursing students. You are talking about eighteen, nineteen and twenty-year old people, right?

MRS. SLATTERY: Right.

ASSEMBLYMAN ROCCO: I mean, they are grown; they are adults; they are willing to listen to lectures.

MRS. SLATTERY: But, they still have to learn their subject matter. They still--

ASSEMBLYMAN ROCCO: Yes, subject matter, okay, but how about a six-year old child? Could you, right now, walk into a first grade classroom and teach them reading skills? Could you divide them into reading groups? Could you give them informal reading inventories?

MRS. SLATTERY: No, because my background is in nursing.

ASSEMBLYMAN ROCCO: Oh, okay, thank you.

ASSEMBLYMAN DORIA: But yet, under the system presented you could go in there.

ASSEMBLYMAN ROCCO: But, under this bill you could do that.

MRS. SLATTERY: Not unless I passed the competency test.

ASSEMBLYMAN DORIA: Yes, but the competency test would not be in reading skills.

ASSEMBLYMAN ROCCO: It does not have anything to do with teaching reading.

ASSEMBLYMAN DORIA: It has nothing to do with teaching. It has to do with-- You could pass a competency test probably in science, which means that you could then probably teach in an elementary school.

MRS. SLATTERY: But, I respectfully disagree, because the test hasn't even been developed, so how can you say what it is?

ASSEMBLYMAN DORIA: Well, we're going by what is being proposed.

ASSEMBLYMAN ROCCO: It is a subject matter oriented test; that is definite.

ASSEMBLYMAN DORIA: That's right; that is the proposal.

ASSEMBLYMAN ROCCO: So, the teaching of reading and the skills involved in reading, dividing the children into reading groups, finding their reading levels, the instructional level of children, teaching them diphthongs and consonant blends, developing lesson plans, those things are not going to be in the test, you see.

MRS. SLATTERY: How do you know that?

ASSEMBLYMAN ROCCO: Because it is a subject matter test. I mean, that has already been determined. I guess my problem is, and as legislators we face this all the time, you can't write the bill so broadly as to just uproot everything. Let's be specific; let's bring in the person from the private institution; let's bring in the person with certain specialized life experiences; and, let's find a way to bring them in. That could be written. This debate would not even be in process if we were much more specific in writing the regulations.

MRS. SLATTERY: True, but if this bill you are proposing goes into effect, then you won't even be able to bring in the people that have been teaching in private schools.

ASSEMBLYMAN ROCCO: No, I have amendments prepared. (laughter) Unfortunately, believe it or not, I cannot get from Dr. Cooperman -- I cannot get the concerns. In other words, I've asked that they spell out, in that Department, what his concerns are. If it's life experiences, if it's teaching in private schools, whatever, spell them out, and we'll put them into amendment form, we'll put them in Section 3 of this act, and it will cover all of that. If they don't come back to me, then I am going to do it on my own. But, I plan to bring in these alternatives, so I think in the long run, you and I probably agree much more than we disagree.

MRS. SLATTERY: Maybe, in the long run. If I could take one more second I would just like to ask you, do you think the converse is

true that all teachers who are now teaching first grade adequately teach our students how to read and write, which is what you are saying really?

ASSEMBLYMAN ROCCO: No, I think this is true in any profession. I do not think all doctors are great, or all attorneys, or all accountants--

ASSEMBLYMAN DORIA: Or all nurses.

ASSEMBLYMAN ROCCO: Or all nurses, or all school board members.

MRS. SLATTERY: That's right, so it really gets back down to the issue of the individual, and his confidence.

ASSEMBLYMAN ROCCO: But, I would must rather have someone trained in those areas, who has been through experiences, field experiences, and who has shown an ability to work with children, and someone about whom the faculty says, when they graduate that person, "I have observed this person. I have worked with this person. He or she can go out and do a good job in the classroom." You don't get that from someone coming out of a different curriculum. You just do not get it. Therefore, that person who walks into the first grade will have had student teaching in that area, so he or she would have been in a first grade environment. Such people would walk into that classroom a lot differently than someone with no experience, who hasn't been in the schools, who has no training whatsoever. I've been there. They wouldn't know a lesson plan from anything else. You know, there is a certain amount of planning, unit involvement, testing. There are just so many things that are a part of a good program.

You know, you diminish the profession if you think for one minute that someone could walk in and teach first grade, or second grade. It just can't be done. The children will suffer.

MRS. SLATTERY: Well, maybe, but when you get to the individual districts and schools, so many of those things are unique to that school system that I am not so sure that a person couldn't go in--

ASSEMBLYMAN DORIA: (interrupting) There would be problems to every school district too, and I wouldn't necessarily say every school district would handle them as well as other districts. Mildred?

ASSEMBLYMAN ROCCO: Teaching reading is teaching reading.

ASSEMBLYWOMAN GARVIN: I think the whole intent of this Committee and our concerns have to do with protecting the children. What we have said individually in many instances about this whole charade is, "What about the child in that classroom and the person who is going to be responsible?" There are no lobbyists for children in the State, so we're it. Thank you very much, Mrs. Slattery.

ASSEMBLYMAN DORIA: Thank you. Dr. Richard Fiander, Superintendent of Schools, Summit, New Jersey.

D R. R I C H A R D L. F I A N D E R: I'm here representing the children of the State. Thank you very much for providing me with this opportunity. It has been a very long day for you, and your patience and perseverance are appreciated.

My name is Richard Fiander, and I am presently the Superintendent of Schools in Summit, New Jersey. Summit is a "K"-12 district, classified by the State as urban/suburban. We have 3,200 students. We are located twenty-two miles southwest of New York City. I have been superintendent for twelve years. Previously, I served in various teaching and administrative roles in Massachusetts and New York State. I stand before you with twenty-five years experience in five districts and three states. I should also point out that I am a liberal arts graduate of Northeastern University, and have a master's degree from the Harvard Graduate School of Education, and a doctorate in educational administration, also from Harvard.

I am very pleased that public education has such a prominent place on the State agenda, and also on your personal agenda. We are going to benefit from the attention you are going to give public education. I welcome this dialogue you are promoting.

Public education will succeed or fail on our ability to attract, reward and retain competent teaching staff. It is not going to be easy to do these three things. It requires the creation of a larger pool of talented people than we now have and can project. It requires improved starting salaries and improved career earning potential. It requires strong support monitoring evaluation systems for those people who are hired. It requires an enhancement of the status of teaching and teachers in the eyes of the public. We must attract, reward and retain competent people, and we have to find ways of doing that.

Fred Hechinger of the Times in a recent article, and Diane Ravitch of Teachers' College, Columbia in a recent book, said that research and experience clearly show that the more specific and limited and objective, the more likely you will succeed in this attainment. That's pretty obvious. Our most important objective, in my opinion, based on need in public education in the State of New Jersey, is to expand the market from which we draw our teachers. We want to be able to attract more teachers, greater numbers, and people of great competence.

In its "Teacher Shortage and Surplus Study," the American Association of Colleges for Teacher Education concluded, and I'm quoting now, "The sources are varied, but the message is the same. In 1985, the nation will begin a period of demand for teachers that increasingly exceeds the supply of new teachers." A need for teachers already exists in some fields in New Jersey. By June, 1985, it can be safely speculated that at least 15% of the Summit staff will retire. Add to that the 8% to 10% that we experience leaving just because of attrition, pregnancies, job changes, and so forth, and I can anticipate in 1985 needing twenty-five, thirty, thirty-five people. Frankly, I am worried about our ability to attract teachers of quality to replace the people who are leaving.

The people entering the profession, I am told, are down in quality and quantity, and the future looks bleak. In the annual Gallop Poll, only 45% of the respondents said they would like their children to choose teaching as a career, compared to 75% in 1969. We face a grim future unless changes are made. So, today I am making an appeal for change, but I do not feel that A-3851 nor A-3974 promise much by way of meeting the acute problem of attracting competent people into the profession in sufficient numbers to meet short and longer term staffing needs.

Assembly Bill 3974 will test for competence, a concept which I do not have much quarrel with, but it is not the answer. Unless the supply of teachers changes in quantity and quality, we will only be testing the competence of an undersized group, too small a group, and people assessed by many measures as mediocre. Assembly Bill 3851 calls for the creation of a commission to study the recommendations of the

several national commissions and task forces on education. Ascertaining which of the forty or fifty major recommendations are right for New Jersey, and there are many very promising recommendations, and designing plans for the implementation of these recommendations is laudable. I do not see in the legislation as written, plans for the design and implementation of the recommendations of the commission. Without this, without knowing who is expected to do what, when, how, paid for by whom, what sort of legislation and regulatory changes you have to make, the work of the commission will be for naught.

Frankly, I feel that how to attract and retain highly competent people in sufficient number is very critical. It is on every commission's list. I would like us to act on that now. I'm afraid that corrective action will be put on hold. What I'm asking for are the options and the flexibility for hiring that private schools have, and public schools in many other states have -- hiring someone to work in the system who is qualified and certified, or perhaps just qualified, but not certified. I want to be able to say to the Summit Board of Education, and through them to the community, the students and the staff, that the person I am recommending is, in my opinion, the best person available for the position. If the Board is persuaded, the person is then hired, and I will be held accountable for his or her success. The person can be qualified and certified, and there are a lot of good qualified and certified people out there, or simply qualified. But, in my professional opinion, the best person for the job. That, by the way, is an option I had as a superintendent of schools in Massachusetts, and I think the system benefited from that option.

I would like to underscore all that I've said by sharing a true story with you. Last year in Summit, we were looking for a teacher of Latin to replace an outstanding person who had been Mr. Latin in the Summit Junior High School for thirty plus years. The replacement had to be special, as you would guess. How do you replace a legend? We advertised and recruited aggressively, spending hundreds and hundreds of man-hours at the task. We had applications from certified public school people and non-certified private school

people. We were looking for experienced people. One fine candidate who was both certified and qualified rose to the top of the pile. She was good, but there was someone better who had applied. This young man, and I'll call him Bill Brown, was a Summit High School graduate, so he was well-known to us. He had graduated among the top 2% of his class, which is no mean achievement in Summit. He was co-captain and three-year starter in both football and lacrosse; he was a model student. I knew him.

This young man went to an Ivy League school of some prestige, Cornell, where he starred on a national championship lacrosse team. Upon graduation, he was honored as that school's top scholar/athlete. He majored in the study of Latin and Greek and the humanities. This is a Renaissance person we're talking about. Bill Brown accepted a job teaching Latin at a prestigious private school, where he also coached football and lacrosse, and sponsored the Latin club. He is still there. He is in his third year of teaching at that private school. I could not hire him because he was not certified. The teacher we hired was fine. She was a good person. But, can you imagine the impact this young man could have had on those junior high school youngsters, with his love of Latin and Greek, his love of things scholarly, and yet with his ability to perform in extracurricular kinds of activities? I would have liked to have had the option of hiring Bill Brown.

There is more to the story. I saw Bill Brown's -- that is a pseudonym, of course -- I saw Bill Brown's parents at a function this Saturday and I told them I was going to tell this group the Bill Brown story. The father laughed and said, "Maybe you can tell the Bill Brown, Sr. story too. There is a new wrinkle. Bill Brown, Sr. taught somewhere in New Jersey for two years right out of college. I just found this out Saturday. He was not certifiable at the time, and still isn't, of course. He loved teaching, but left it after a couple of years for economic reasons. He had four sons to raise. He entered the business world and did quite well. Now, thirty years later, he tells me his company is relocating and he doesn't want to move south, frankly. He is talking about early retirement, and is thinking seriously about some way of getting back to his first love, which was teaching, but he worries, because he still isn't certified. He thinks the Cooperman option is a path he could follow, and I agree.

I coveted Bill Brown, Jr., and would have hired him gleefully with a certain professional smugness and self-satisfaction. I don't know how well his father can stack up against others with whom he will compete for a teaching job, both those trained in the traditional manner and those not, but I want the option to consider hiring him. Frankly, I would not be interested in hiring him as a first grade teacher. I think we will find a lot better people than Bill Brown, Sr. to teach first grade. But, I think he might make an appropriate secondary school teacher, teaching some of the subjects he taught in earlier years, and teaching subjects with which he has experience for thirty years, business law, business subjects, those kinds of things. But, I am not interested in invoking the option to hire Bill Brown, Sr. as a first grade teacher. He will not have the skills.

Just by way of conclusion, Dr. Cooperman's alternative route of certification program, I think -- well, it does have the strong support of the Summit Board of Education. I think it has overwhelming support in the community, and I frankly think the vast majority of the professional staff in Summit supports this alternative path toward certification. Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you very much. Are there any questions?

ASSEMBLYMAN ROCCO: Yes, I have a few questions. Certainly, it is a very interesting story. You know, I have a story too. It deals with my desire to be an attorney. However, they won't accept me as an attorney, even though I have been a mayor and a legislator for a good number of years, because there are certain professional requirements necessary in order for me to be an attorney. So, I have great concerns about all of the little stories we hear about the ability of one to be certified. You see, there are those of us in the profession who chose the profession, as you have for the last twenty-five years, and I have for the last twenty-five years. We have devoted our lives to it. I think there is something to be said for that person who selects education as his life and dedicates himself to that life, that makes it his primary function in life. I think what the Cooperman proposal does-- Unfortunately, when he calls it the alternative, I think everyone who really thinks about it understands that it will be the main route.

There are necessary skills, and if you agree, as you have, that an individual would make a very good primary or elementary school person, then my point to Dr. Cooperman, my point up and down the line, because I think, again, I agree with you as I did the previous speaker -- I think we should be very specific in the way we write, and the way we have the regulations formulated, and the way any legislation ultimately comes out. I think there should be -- I really do -- a route for people with special skills and talents, with private school experiences, and I think it should be very carefully written to admit such people into the profession. My concern really deals with the broadness of the regulations, and by being such a broad reg, it permits anybody in. I think that liberal arts people who graduate, business administration people who graduate, who have not had the observation of the teaching faculty who say, "I have observed this person with students and he has done a good job; he fulfilled all of the requirements," by not having gone through that process, you may not know who you are putting into the classroom. By the very way it is written, they could go preschool through elementary school.

So, I think there is a real concern on my part. You also indicated you didn't think the bill was written tight enough, but what is more unraveling than what is being proposed by the \$18,500? You know, we can't even get from Dr. Cooperman, regarding the \$18,500, how it is going to come about, the phase-out back to the local school district, and what it is going to do to the other steps in the categories of negotiation. What about people who do not take that course, and are not supposed to start at \$18,500? They are penalized; they have to start at \$12,000 or \$13,000, because they did not take this specific route. You know, we haven't really talked about that, and no one in the Department can give us answers relative to that. No one can tell us what they mean by this academy that is proposed, the teaching that is supposed to take the place of the colleges and the universities in the State. When you ask them about it, it is something off in the future they are working on, or thinking about. It is very vague and not very tightly written. No one has really done anything with that. As someone in education -- obviously, at Harvard you certainly have taken a number of courses on statistics and so on. To

deal with the poor data that has been proposed, which is part of that alternative proposal, and supposedly the research has been written into that -- you know, it is so poorly done. I think if you look at that, I think our bills are a heck of a lot tighter and better and more precise than what the Cooperman proposal is.

DR. FIANDER: I'm not sure I quarrel with anything you are saying, frankly. I think there might very well be a need for more precision that what is being proposed. I come to you as a superintendent of schools, who is concerned that the supply of teachers is diminishing, and the supply of competent teachers is diminishing. People are not going into the business anymore. I don't think there is any one way of attracting, rewarding and retaining people. I think perhaps that is where the commission's work can apply.

All I know is that there are a lot of people teaching in private schools. Every graduating class from Williams, from Princeton, from Harvard, from Amherst has a small number of people-- As Mark Smith pointed out to you a moment ago, a lot of his colleagues from Williams-- He went into public school teaching; they went into private school teaching. But, every graduating class has a handful of people who are denied us, and I would like to have the alternative of hiring them. Then I am going to have to say to the Board of Education, to the lady who preceded me, and to the people of Summit, "This person is the best person for the job, and my professional reputation is on the line. I sincerely believe this person can succeed." I happen to believe there is a thing called pedagogy. I think there is something that Madalene Hunter from UCLA calls the science of the art of teaching. I think there is a pedagogy. I think if you get a person who is a secure person, with communication skills, who is really interested in kids, and service oriented, if you teach that person that pedagogy on top of the subject matter knowledge he has, I think you will have yourself a terrific teacher. I think some of them are being denied access to the profession because of lack of certification.

I can teach that pedagogy in five days. The academy you talked about -- you just referred to-- I think what Joan Abrams, and I really don't know the lady, but I paid attention to what she was saying -- I think Joan Abrams designed the curriculum while she was

making her presentation. We know about instructional skills. We know about classroom management. We know about the brain. We know about how to promote thinking. People like Madalene Hunter and Goodlad, and so forth, have done a lot of work in those areas.

ASSEMBLYMAN ROCCO: You could do that in five days?

DR. FIANDER: Yes.

ASSEMBLYMAN ROCCO: Child growth and development?

DR. FIANDER: Well--

ASSEMBLYMAN ROCCO: Teaching reading?

DR. FIANDER: No, no, not teaching reading; I'm talking about methodology. I'm talking about instructional skills.

ASSEMBLYMAN ROCCO: But, that's part of pedagogy, right?

DR. FIANDER: No -- about how to teach reading?

ASSEMBLYMAN ROCCO: How to teach reading.

DR. FIANDER: No, I don't think so. I can teach people to plan; I can teach people to cast objectives; I can teach people to establish their objectives at the right level of difficulty; I can teach people to deliver that; I can teach people to test for that; and, I can teach people classroom management -- in five days.

ASSEMBLYMAN ROCCO: On top of that, could you teach piaget in skills, development of the piaget in steps, and Kohlberg in his moral development stages?

DR. FIANDER: No, I'm not too sure--

ASSEMBLYMAN ROCCO: (interrupting) Could you teach units, how to develop the unit, and get the unit organized?

DR. FIANDER: I don't think I have to teach Kohlberg. I don't think I have to teach--

ASSEMBLYMAN ROCCO: How about piaget? Do you think you have to teach piaget?

DR. FIANDER: I don't think that most people graduating from school today understand piaget, other than the fact that people go through development stages, and so forth. As far as Kohlberg is concerned, moral development, you know, Kohlberg's done a lot of studies throughout the world on how people develop values, and it seems to me I could teach the essence of Kohlberg in an afternoon.

ASSEMBLYMAN ROCCO: How about Jerome Bruner, behavior modification?

DR. FIANDER: I could teach the essence of Bruner in an afternoon. I can't teach behavior modification in an afternoon.

ASSEMBLYMAN ROCCO: Well, Bruner has a lot of the silence, the conspiracy of silence against teaching, where Bruner is very pro-pedagogy, and specifically points out that there has been a conspiracy against pedagogy. You know, I could go on and on. I am just taking down a few of the points in the schools of development, and we could go through and name innumerable skills and philosophical approaches that are necessary to become an effective teacher.

ASSEMBLYMAN DORIA: I don't think anything is going to be accomplished by this, John.

ASSEMBLYMAN ROCCO: I think I am trying to push a point here.

ASSEMBLYMAN DORIA: Okay.

ASSEMBLYMAN ROCCO: The point being, you can't do it in five days; if you are really talking about training and working with people, and developing philosophies, and knowledge of child growth and development, and tests and measurements, and evaluation, and all of the other things besides classroom management, lesson plans and units -- besides all of that -- all of this takes much more than five days.

DR. FIANDER: What I said was I could teach instructional skills, the work done by Madalene Hunter and Goodlad out at UCLA, which I believe in -- I could teach that, plus how to construct a test, how to teach to that test -- teach to the objectives, in other words -- I could do that in five days. I could, through in-service experiences, five afternoons, you know, "X" number of days in the course of a year, I could do a lot of what you are talking about now. I believe in pedagogy.

ASSEMBLYMAN ROCCO: What happens to the children as the person is learning, you know, the reading development and reading levels and reading groups? What happens to the children as that person is learning these skills?

DR. FIANDER: Well, you keep getting back to reading, and I will say to you that I think I agree with you, but, you know, Kohlberg, Bruner, that sort of stuff -- I can do that. I can do that. I'm not too sure we--

ASSEMBLYMAN ROCCO: (interrupting) Kohlberg we can live with or live without, but I think there are others. I am just trying to express to you some of the concerns--

DR. FIANDER: (interrupting) They are legitimate.

ASSEMBLYMAN ROCCO: --we have in terms of this proposal, and the fact that there has not been enough groundwork done to take into account the total picture; in certain areas it needs an awful lot of work.

ASSEMBLYMAN DORIA: I hate to interrupt, but I think the day is getting long, and we have a few more witnesses. I would like to thank you for your time, and we thank you for your comments.

DR. FIANDER: Thank you.

ASSEMBLYMAN DORIA: Dr. Francis Romano, Associate Professor of Education, Trenton State College.

D R. F R A N C I S R O M A N O: Thank you. My name is Frank Romano; I am Associate Professor of Education at Trenton State College. I would like to thank you in advance for listening to me again for probably the third time, because I have testified before some of you in the past, I believe last summer a year ago, when you were members of the Legislative Oversight Committee. A couple of years before that, I testified before the Newman Commission, and here I am back again.

Assemblywoman Garvin, Assemblyman Doria and other members of the Committee, I would like to offer testimony in support of Assembly Bills 3974 and 3851. There is no question that teacher preparation programs which are not presently vigorous must become so, and that certification must receive serious examination considerations. However, I am most concerned about Commissioner Cooperman's proposal, particularly the alternate route to certification. As a parent of a second grade student, I would be most alarmed if a teacher with a solid discipline base and no professional education background were my son's teacher. A solid discipline base is important, and I think we all agree with that, but professional education courses are also important. We know that in some cases there might be too many professional education courses. Some may be superfluous, but many are not. Many are very important to the development of someone who is definitely prepared to go into the classroom and teach.

On the other hand, if we have too much at one extreme and not enough at the other, we do not reach the type of individuals we are trying to reach and prepare to go into the classroom. So, these areas need to be examined, and I commend you for the work you are doing, and what you are proposing with these two bills. However, although there may be a problem in some areas and in some cases with teacher preparation and certification, there are other problems which have not been given serious consideration by the National Commission on Excellence in Education nor the Cooperman proposal.

The main concern I think most people missed in both of those situations, is the home and family as an institution. I would like to refer some basic research to you from a woman by the name of Joan Beck, who wrote a book in 1967 called, How to Raise a Brighter Child. I am going to give you some documentation as I go through this, and I will be as brief as possible. Joan Beck insists that parents will be the best and worst teachers a child will ever have. That is profound, because what a child takes with him or her into the classroom is going to have a profound effect on that child's success within the classroom, and the success of the teacher with that child.

There is now major evidence that the optimum time for many kinds of learning and for the stimulation of basic learning abilities in a child is already largely passed before the child reaches the age of six and enters first grade. Given some understanding and information about early learning, a parent can substantially increase his youngster's intelligence and joy in learning for the rest of his life. A report based on research papers and presented at the University of Chicago, pointed out that unless a youngster has had adequate mental stimulation during the preschool years, the work of the school for the next ten years will be largely wasted. And, that is the case whether it is in Chatham Borough or Trenton, New Jersey. That is the case whether the teachers are liberal arts graduates with a solid discipline base, or teachers who have a good solid background in professional education.

"All later learning is likely to be influenced by the very basic learning which has taken place by the age of five or six," emphasizes the report. Ideally, the early intellectual development of

the child should take place in the home. The parents are at fault. The National Commission on Excellence has indicted all teacher education and all teaching in this country, and I also believe the Cooperman proposal is an indictment along the same lines. They fail to realize the importance parents play in the developmental role of their children educationally. The development of intellectual ability and of intellectual interests is fundamental to the achievement of all the goals of American education, yet these qualities are greatly affected by what happens to children before they reach school.

A growing body of research and experience demonstrates that by the age of six, most children have already developed a considerable part of the intellectual ability they will possess as adults. A child does not have a fixed intelligence or a predetermined rate of intellectual growth, contrary to such widespread opinion in the past. His or her level of intelligence can be changed for better or for worse by his environment, especially during the early years of his life. Changes in mental capacity are greatest during the period when the brain is growing most rapidly. The brain grows at a decelerating rate from the moment of birth on.

This is of most importance. A child has already developed one-half -- one-half -- of his or her total adult intellectual capacity by the time he or she is four years old, and 80% by the age of eight. After eight, my friends, and I wish Commissioner Cooperman, Chancellor Hollander, Governor Kean and President Reagan were here to listen to this -- after age eight, regardless of what type of schooling, be it private, parochial, public or whatever, the schooling, regardless of what type of schooling and environment a child has, his mental abilities can only be altered by about 20%. That's phenomenal.

A child has a built-in drive for competency, an inborn desire to do and to learn how to do. He manipulates, handles, tries, repeats, investigates and seeks to master as much of his environment as he can, primarily for the pleasure of such activity. I say to you, and to everyone who is concerned about this problem we are experiencing, the problem really lies with the home. The family institution during the past two decades has deteriorated immensely. We have a proliferation of child abuse. We have a proliferation of violence in the streets and

in the schools. We have parents who do not give the children the love and attention they need in their formative years, and we blame it on the teaching. We blame it on teacher preparation. We blame it on the schools.

Let me cite something to you again that never ceases to amaze me. I have been at Trenton State College for twenty-two years. Prior to that I taught in an elementary school, and I am a teacher education major. My whole background is teacher education and education. I have been out with the people in the trenches, and I never cease to be amazed by the so-called experts who evaluate education. They never go to the people out in the trenches and say, "What is it you need? What are the problems?" They go to people like James Bryant Conant, who would never survive in one of these schools. Governor Kean, Saul Cooperman, Dr. Hollander and President Reagan-- I am not trying to demean these people, but I know what it is like out there in those schools. I've been there.

When I said I never cease to be amazed by the so-called experts who evaluate education, let me cite an example. There were eighteen members on the National Commission for Excellence in Education, and of those eighteen members there was one teacher, and that was Jay Sommer. Let me cite to you what Jay Sommer has said. This is in the fall issue of American Educator. "There were people on the Commission whose inclination was to go hard on teachers and to blame teachers, but when we looked into things more deeply, we discovered that the learners and their parents have a great deal to do with the teachers' disillusionment and with the teachers' inability to inspire children to learn. As we were reading the literature, we discovered that a period like the 60's can have a devastating effect on learning and scoring. It is never just one factor; it is a combination of factors. Discovering those factors is what made us come to terms with reality. There were people who were in someway belligerent toward teachers. To put it mildly, they really did not understand what happens in the classroom, and how difficult a job it is."

Then he goes on to say, "For in the past few decades, we have overlooked the feelings of teachers. We have piled incredible burdens upon them and hurled unfair accusations at them. The teachers alone

cannot settle all the ills of society. They need a lot more help than that. There is no doubt about it, they are underpaid and underappreciated, and in my travels, these signs showed. The attack has been so cruel that teachers have lost perspective on why they entered the profession to begin with. If you want people to enter the teaching profession, you are going to have to pay more money. That is the bottom line. We are not getting mathematics teachers and science teachers because of the teaching profession per se. It is because the money is not there. Someone with a bachelor's degree in mathematics or science can go out and earn a starting salary of close to \$28,000 or \$30,000, and we all know that."

I would like to say something about discipline in the schools. In the Trentonian, columnist Ken Carolan, on Saturday, September 17, 1983, wrote the following: "For years, Captain Thomas Williams, Head of the Juvenile Bureau of the Trenton Police Department, has been stressing that in addition to the three 'R's,' we must add the big 'D' -- discipline, to achieve an effective school system, and he is right. Why do students in private schools and parochial schools seem to do consistently better than the children in public schools?" That is a question. "Better teachers -- no. Better curricula -- no. Brighter students -- no. The answer is discipline. To put it another way bluntly, destructive little creatures can be kicked out of private and parochial schools. It is that simple. Public school teachers and administrators are not afforded that luxury, but they should be." This is another important part of the problem which exists in public education today, and we must take hold of this, we must come to grips with this, and we must pursue these things vigorously. We cannot indict a whole profession, and we cannot indict teacher preparation, because there are many excellent teacher preparation programs in the State of New Jersey, as well as throughout the country.

I consider these things to be most important. I hope you will consider what I have said in your deliberations. I would suggest very highly that President Reagan, Governor Kean, Commissioner Cooperman and Chancellor Hollander, and anyone else who has an interest in the problems we are experiencing in public education today, read Joan Beck's book, How to Raise a Brighter Child. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you, Dr. Romano. Are there any questions? (negative response) Thank you very much. Eunice Davidson, North Brunswick Township Board of Education.

EUNICE DAVIDSON: I shall be very brief, because it is to a rather specific point that I wish to speak. Perhaps I should give you just a little background about myself. I am a college graduate who majored in English, and read for honors in English. I taught for two years in a private school, and then for thirteen years worked as a college administrator. Then, after having raised my family, I found myself, to my utter surprise, entering public school teaching. I thought I would try it for a year or two, but it ended up as a second career. For seventeen years, I was a joyous high school teacher. I adored it. I taught English, Latin and the humanities. I wouldn't have missed the experience for anything.

When I retired, which I did reluctantly to be with my husband, my students said, "Mrs. Davidson, it is important that you go on the Board of Education. We will run your campaign for you." That is why I'm now on the Board of Education. I find myself, rather happily, Chairperson of the Legislation and Curriculum Committee. There is no slot in which I would feel better qualified. So, this is my statement, distinguished Chairpersons and members of the Committees.

I am here today to voice the unanimous opposition of the North Brunswick Township Board of Education to Assembly Bill 3974 in its present form. We applaud any procedures that would upgrade teacher preparation, but we object most strenuously to that portion of the bill which would preclude the certification revisions offered by Commissioner Cooperman. See, here it comes from its Latin roots. The word "preclude" means to prevent, by closing in advance, dangerously near, in this situation. It seems to us to be an example of, "Our minds are made up; don't confuse us with facts," something that I would never have dared to let my own students do.

The Commissioner has proposed that any college graduate with demonstrated competence in his or her subject area, be allowed to enter teaching through an internship program, thus circumventing the traditional requirements in methodology courses. We are aware that he has been criticized for offering his proposal without having first

created a panel to discuss the suggestion. But, for our legislators to say that it should not even be considered, seems to us unbelievably petty and short-sighted, especially when we are being told that public education needs all the creative help we can give it.

I am not authorized by my Board to argue at this hearing that Dr. Cooperman's proposal should be accepted without question. I have been very interested today to hear all the facets that must be thought through. We all know, however, first, that many excellent private schools have been providing rich academic experiences to students taught by faculty who were trained academically, rather than educationalistically and, second, we know that most of our public school teachers now acquire their advanced degrees in education -- and we paid for it -- rather than in their own academic disciplines, where mastery of subject matter is deepened and enriched. These two observations alone should make any bill which precludes the proposal completely unacceptable.

Now, the speaker before me held up a volume, and I came prepared to hold up another one. I commend to you, and I wish it could be required reading for every legislator and every member of the State Department of Education, Richard Mitchell's, The Graves of Academe. Notice the ironic title. If you read it, you will understand, I think, very, very clearly and frighteningly, what has been happening to education in recent decades, and what a monumental task of reversal lies before us all. You will also understand why we should consider any suggestion that might help to stem the wave of antiintellectualism which has inundated our public schools. If you realize it, you would not per Socrates to teach in our public schools.

Thank you very much for your time. This is from the heart, I cannot understand any legislation being composed that would say, "Let's not even look at a proposal." If you can make it clear to me what the rationale is behind that, I should be most grateful.

ASSEMBLYWOMAN GARVIN: Thank you very much. I don't think the bill was intended to not look at the proposal.

MRS. DAVIDSON: Well, preclude -- pre, and cloudo, to close--

ASSEMBLYWOMAN GARVIN: Well, hopefully today we have opened up an avenue of discussion and input, and that is more than was

afforded to us prior to the introduction of this bill. So, we have opened up some communication.

MRS. DAVIDSON: But, if this bill did come out of committee, and were passed by both houses, signed by the Governor and became law, would it not mean that we should never look at Dr. Cooperman's proposal?

ASSEMBLYWOMAN GARVIN: No, the process today is the hearing on the bill. This is not a formal Committee to evaluate the release of the bill. This is a public hearing. We will review the information, and then the bill will be rescheduled for a committee hearing, and at that time the decision to release or hold the bill will be made. This is just a preliminary public hearing so we can get your input.

MRS. DAVIDSON: Yes, but the bills already have numbers, so I figured they had been born.

ASSEMBLYMAN DORIA: The bills are just proposals, just as the proposals that Commissioner Cooperman has made. The bills do not become effective until they have been released from committee. Then, the Assembly would have to vote on them, they would have to go to the Senate Committee, and the Senate would have to vote. So, this is just the preliminary stage where we are trying to get input. What we have basically tried to do today is to get as many people from the public as possible to give us their feelings. All this will be collated, and when it is printed up it will be made available so we can vote on the bills with some kind of intelligent presentation before us.

MRS. DAVIDSON: I just wanted you to know that our entire Board, with many different backgrounds and many different opinions, reacted violently to the word, "preclude," which seemed to us to be closing a door. I remember that just a little while ago, Assemblywoman Garvin, you said, "We are not against anything. We want to open up a discussion."

I must admit -- and I do want to be utterly fair -- that I have been so impressed since ten-thirty this morning, and I have heard just about every presentation, by the distinction that has been made between the elementary level and the reading, and the secondary level. I do admit that my own experience has been largely on the secondary and college levels, and I think that most of our school superintendents who

spoke so eloquently were also viewing it from that standpoint. But, I do want you who feel so strongly about the reading part, also to remember that there are very successful Sunday school teachers, den mothers and Girl Scout leaders, you know, who deal without methodology courses.

ASSEMBLYMAN ROCCO: Do they know how to teach reading?

MRS. DAVIDSON: Pardon?

ASSEMBLYMAN ROCCO: Do they know how to teach reading?

MRS. DAVIDSON: Well, many a mother does something along those lines.

ASSEMBLYMAN ROCCO: Teaching reading skills?

MRS. DAVIDSON: I think if you put me in a room with a young person -- here I go into the inquisition -- I think I could get pretty far with an average child. I'm not sure I could diagnose dyslexia, but I believe I could get pretty far. I have a friend who was down in South America and who taught her own children completely with the Calvert method, because they were so far from civilization, and she did a splendid job.

ASSEMBLYMAN ROCCO: Yes. You see, that is an individual, but if you have twenty-nine children that you are responsible for--

MRS. DAVIDSON: (interrupting) Yes, I admit that that is quite different.

ASSEMBLYMAN ROCCO: --and the reading skills of those children, you know, you have to find, again, their instructional level, what their capabilities are, divide them into reading groups, have seatwork activities, lesson plans for a group of thirty -- it is a great deal different than just teaching one individual. But, I appreciate your input.

MRS. DAVIDSON: If you are not familiar with this book, oh, I urge you so to read it. It was written long before all these reports came out. Thank you very much.

ASSEMBLYMAN DORIA: Thank you very much; we appreciate your time and patience waiting all day. Thank you.

MRS. DAVIDSON: Well, it was interesting.

ASSEMBLYMAN DORIA: It shows us how interested some of our school board members are when they spend the whole day, and we

appreciate it. Dr. Robert Gurke, New Jersey Association of Colleges of Teacher Education. Is Dr. Gurke here? (no response) Dr. Joseph Smith from Trenton State College has left. Dr. Joseph Burcher, Professor of Education, Trenton State College. We thought you had left also. Thank you very much for waiting; we appreciate your waiting so long.

DR. BURCHER: Do you want to take a short stretch? You've been here since ten o'clock listening to these people.

ASSEMBLYMAN DORIA: No, that's okay. You are the last witness.

D R. J O S E P H B U R C H E R: I didn't really come with any platform or preparation. I thought what I would do is probably offer myself as some kind of witness. I worked in the Philadelphia schools from 1953 to 1962, in the elementary schools as a teacher trainer coming into the classroom. I worked inner city all of my life. Since 1962, I have been working in a clinic; I have a clinic arrangement with the Trenton school system here in Trenton. So, in the early childhood and elementary areas, if you have any questions relative to the apprenticeship, or that kind of approach to teacher training and internship, I thought I would offer myself for any questions you might have.

ASSEMBLYMAN DORIA: Well, my basic question would be, do you think that an in-service training program, on-the-job training, as we have proposed here by the Commissioner, would be realistic when dealing with students at the elementary level, especially in the areas of reading and basic skills?

DR. BURCHER: No way; that is why I really came. As a teacher trainer in Philadelphia, I probably am part of the present problem. With the people I worked with in Philadelphia -- it was my job in my district to set up workshops and train people in District Five, to the best of my ability, in classroom management, classroom skills. After I worked with the people, worked with them in the classroom, did demonstration teacher work in the classroom, the teachers observed me and did the critique, and I would then release them to the principal, or to the school in a sense. I would suggest to the principal, "This person has it; this person does not." These were graduates of Bryn Mawr, during the emergency when we had 1,500

vacancies in Philadelphia and the rooms were uncovered. So, they were pulling in anyone to cover those classes to the best of their ability. It was a crash program. Consequently, those people who were appointed either on emergency certificates or over my dead body, for political reasons or other reasons, are still in school systems, and they have been in there for twenty-five or thirty years.

So, we have been paying a penalty for something I hope I can help you to avoid right now. The problems that the teacher training institutions, such as our college, Trenton State College-- They do one hell of a job, but the problem of getting the teachers there is what Dr. Romano suggested. There has to be another way to attract them in there. I have five children; they have been through the public school systems, also the State system, and some private colleges. They all wanted to get into teaching in some way, shape or form. I did not recommend all of my children to be teachers. The last one is coming out of high school right now. She said, "Dad, I would love to be a teacher." She has all the markings of a quality teacher. It is the salary; she cannot come in and compete with the salary. So, what Cooperman and the others are suggesting is not going to be the solution, because you are going to penalize the children. I have been in those classrooms, as I suggested to you, since 1953, observing these children and the consequences of what has taken place. I am still at Grant School, and I see some of the aftereffects of those initial emergency appointments. All the training on the job in the world is not going to give you the same kind of preparation teacher.

ASSEMBLYMAN DORIA: Thank you. John, do you have any questions?

ASSEMBLYMAN ROCCO: That is right on target; I agree 100%. I am from Philadelphia myself, South Philly. District Five is south, isn't it?

DR. BURCHER: No, District Five is Girard Avenue. Newark looks like paradise compared to it.

ASSEMBLYMAN ROCCO: I went to Girard College down there.

DR. BURCHER: Pardon?

ASSEMBLYMAN ROCCO: I went to Girard College down there.

DR. BURCHER: Well, you know the area then, sure. As I suggested to you, I have been working with an internship, a training program. Everyday I am in Grant School, from somewhere around eight-fifteen until twelve o'clock, with my college students who are working on an internship program.

There is another side to this that is relevant, but maybe doesn't fit into the bill. If we exclude, and have a selective, elitist kind of liberal arts approach, we are going to prevent or eliminate or retard a number of quality students from having a way out of an economic situation. Presently, my students have come from an economic situation, that had they not been afforded the opportunity to teach and get into a teacher training program, they would have been excluded in other areas, in other liberal arts programs, and there would have been no way they could get out of that economic bind.

I think of the teachers I had early in my thirties. They were all normal school graduates; I can name them all. They were super teachers. They have not the slightest idea that I'm sitting here today, because they are probably long gone dead, but the things I learned from them, I still retain. It was a value system. They were quality teachers; they were quality trained at teacher training colleges, and when I went to Haddon Heights High School, I suspect that many of the teachers there were probably teacher trained where they had the opportunity to do classroom management, classroom instruction, under the supervision of people who were qualified to do this. It is as simple as that, it seems to me.

ASSEMBLYMAN DORIA: Thank you. Are there any other questions? (negative response) Okay, thank you very much; we appreciate your taking the time.

ASSEMBLYMAN ROCCO: Joe, I have a question of another type. Are we going to have read into the record some of the people who weren't here, such as the--

ASSEMBLYMAN DORIA: The comments they left with us?

ASSEMBLYMAN ROCCO: Yes, such as Lacatena, and I know Dr. Chaplin from Rutgers left something.

ASSEMBLYMAN DORIA: The ones who left their comments here, we have given them to the stenographer, and they will be included in the record of today's hearing, yes.

ASSEMBLYMAN ROCCO: Okay, thank you.

ASSEMBLYMAN DORIA: Anyone who left us any type of comment -- they will all be included in the record of today's public hearing, so we can have them as part of our record.

ASSEMBLYMAN ROCCO: Did Dr. Chaplin leave one?

ASSEMBLYMAN DORIA: Yes, she did. I just want to conclude -- John, would you like to say anything?

ASSEMBLYMAN ROCCO: I certainly want to thank everyone on the Committee who stayed and dealt with this situation today. I think much of what we heard during the hearing today reflected the concerns of a number of people on this Committee and, hopefully now, as we have all said at one time or another, we have had some public input and participation which, I think, will give a different perspective. This is the first opportunity we have had to really have public participation and have another perspective presented on this, not only the proposals and bills presented to us as they impact upon the Cooperman proposal. Without the session today, I'm afraid we never would have had that opportunity.

ASSEMBLYMAN DORIA: Thank you, John. I would just like to reiterate what Assemblyman Rocco had to say. This is the first opportunity the public at large has had to comment concerning both bills which were on the agenda today, and both these bills in relationship to the proposals made by the Commissioner of Education concerning teacher certification.

I think all the witnesses should be commended for the time that they took out of their schedules. I want to thank the Committee members, and I'm sure Assemblywoman Garvin will say the same thing, for giving up most of their day. We have had almost seven and a half hours worth of continuous testimony. What I would hope is that this testimony will be transcribed as quickly as possible, so we can then present the testimony of those individuals who were here present to the State Board of Education, and to all those individuals who will be directly involved in discussion of teacher education in the State of New Jersey. We should send a copy to each of the witnesses, of course, and, obviously, the Committee, both Committees will meet and will review both bills at their next meeting.

I just want to thank everyone. I want to thank Kathy, for all her hard work, and John, for all he has done, because they put a lot of time into this I know, and it has been a long grueling process. Mildred, would you like to say anything?

ASSEMBLYWOMAN GARVIN: Not really, but I will. The only thing I would like to say is, I think we did open up a dialogue of discussion, and there is a lot of concern pro and con. I would hope that we as a Committee, as colleagues who are really concerned with both issues, will take many of the comments made under advisement in our review of the bills, so that we are not accused of developing something in cement. Thank you very much. I thank John and Kathy for their support.

ASSEMBLYMAN DORIA: I would like to thank you, also, Mildred.

(HEARING CONCLUDED)



Testimony by Edithe A. Fulton, president of the New Jersey Education Assn., on Assembly Bill 3974, Monday, October 3, 1983, in the Assembly Chamber.

Thank you for this opportunity to express NJEA's opinion on this bill, extremely important to the future health of our public schools.

The purpose of this legislation is to ensure that programs in New Jersey colleges for the preparation of teachers meet rigorous standards and that those who enter the teaching profession in the future -- as in the past -- are of high intellectual quality.

The most important quality checkpoints for future teachers are the entry and exit levels in the teacher-education programs at the colleges. A-3974 would make admission to the Education Major so selective that only students who have demonstrated academic competence would meet your minimum qualifications. We applaud this tightening of standards. We also applaud the establishment of exit-level examinations that would require college seniors to demonstrate an acceptable knowledge level in both their academic major and in their professional studies before they receive their teaching credentials.

We are especially pleased that you require this testing before the certificate is granted. Knowledge of subject matter and professional studies must be demonstrated first. The license then becomes evidence of competence. Any other arrangement will allow for the possibility that unqualified people could be in charge of the educational development of our children or leave room for doubt in the public mind about the competency of future teachers.

NJEA wants high standards for entrance to the teaching profession, and we want strict but equitable enforcement. We insist that no classroom be solely left in the hands of an apprentice or a cadet. Beginners must get full professional training before they are allowed to teach. The weeding-out process should occur first; those obviously unfit should never reach the classroom.

We also applaud the section of the bill that would require the State to implement the stringent standards and the program improvements in New Jersey's teacher-education programs that were enacted in August of 1982 by the State Board of Higher Education and the State Board of Education. Full implementation is long overdue. Our only surprise is that a legislative act should be needed to get these Departments to implement their own adoptions.

Some of you may be aware that our State Education Commissioner has been criticizing both the teacher-training programs at our colleges and the quality of students now enrolled in those programs. If the new standards were now in place -- as they should be -- the problems he is criticizing would not exist.

In a similar vein, claims are being made that Education Majors now come from the bottom of their class. I must point out that no substantive data has been put forth to justify these assertions. That puts these allegations into the category of slurs, slurs that cast discredit on all of those college juniors and seniors now studying to become teachers. Reputations are being damaged, and the future careers of these students are being jeopardized. This does not bode well for the health of the public schools.

While it is possible that sub-standard students may try to enter the teacher-training, it certainly is not true that all present trainees are substandard. Most are bright, dedicated young people who will become excellent teachers, if they can find jobs after being smeared as dullards.

If any substandard Education Majors are now in the pipeline, the practice of admitting them should be stopped at once. Had the 1982 reforms been implemented this September as promised, the situation could not possibly exist. We have asked both the Department of Higher Education and the Department of Education

to investigate why these regulations have not been put into effect. If these Departments do not conduct a vigorous investigation, it might be worth the consideration of this committee to conduct such a probe yourself.

After all, if reforms exist only on paper, all our good intentions and all our positive actions are useless. No reform ever adopted is going to help our colleges and our students. Besides adoption, we must also have implementation.

I must also take exception to the negative terms being used to describe the teacher-training programs at New Jersey colleges. The State controls these programs. If they are bad, it's ultimately the fault of a State Department. The State should either improve poor programs or shut them down. Instead, we get blanket condemnations of colleges and programs that have filled the public schools with fine career teachers. So far as I know, our colleges have done nothing to earn the vilification being heaped on them by State officials.

Our only reservation about A-3974 is that it perpetuates the granting of emergency certificates, long recognized as an undesirable practice. At present, the emergency certificate is given whenever a school district's chief administrator claims that a fully certified teacher cannot be found to fill a vacancy. I fear that this system has been abused.

In addition to the regular undergraduate preparation programs in our colleges, there must be a way for graduates with college degrees in other fields to make late-in-life decisions to transfer into teaching. But, the recruitment of such persons must guarantee that their past education and experience has been thoroughly evaluated and judged equivalent to the training demanded for those who come through the regular college route. Such "alternatives" must demand compressed but comprehensive study of the research and methodology behind standard teaching practices -- as demanding as anything required of other entrants to our profession.

Education Commissioner Saul Cooperman should not be allowed to ram through his recent proposal that asks no more than a degree, a test, a five-day cram course, and simply a lot more first-year observations. Any alternative such as his that's less rigorous than the new college requirements is a loophole that less-than-qualified people will use to dilute our teaching force.

Dr. Cooperman claims his plan will bring to the classroom people with more depth in their subject field than does the existing route of teacher training in a school of education. The facts show otherwise. Let's compare the data.

To get a teaching license under the Commissioner's plan, the applicant must have a bachelor's degree. The schools of

education have the same requirement.

The Cooperman plan sets no minimum grade-point average. Under the existing regulations, a grade-point average of 2.5 is needed for admission to the teacher-training programs. Your bill would require a 2.8 for licensing. In this area, the Cooperman plan is the weakest.

Under the Cooperman proposal, applicants are given a license if they pass a single subject-matter test. To earn a license in the colleges, seniors must pass comprehensive exams in basic general skills, professional studies, and in their academic major. This is clearly more rigorous than the Commissioner's single test.

Under the Commissioner's proposed rules, the degree holder needs only 18 credits in the subject-matter major. In a school of education, the student must take 30. That's four courses more in the major field. So the very basis of the Cooperman proposal -- to find beginning teachers with greater depth in subject matter -- does not exist.

The Commissioner's scheme has other weaknesses. Under the plan, test-passers would get five days of orientation before the opening of school in place of two years of college work in how to teach and how students learn. It offers no details on what the interns should learn in their year-long apprentice-

ship or how content and quality would be standardized from district to district. It takes the granting of teacher licenses away from the State and gives it to local school districts.

The Commissioner says his plan is an alternate route to the classroom that gifted adults can use who make late career decisions or who want to transfer from jobs in private schools. There has always been an alternate route. Many gifted adults and private-school teachers still use it.

The route the Commissioner is proposing is different only in that it is easier. We don't think this should be the case. Requirements in the alternate route may be compressed, but they should be no less rigorous than in the schools of education. Those who really want to teach in the public schools can meet those requirements now as in the past. Throwing open the gates is unwarranted.

Those of you who witnessed Dr. Cooperman's presentation of the new certification scheme to the State Board of Education may remember a visual he used -- a pie chart -- 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

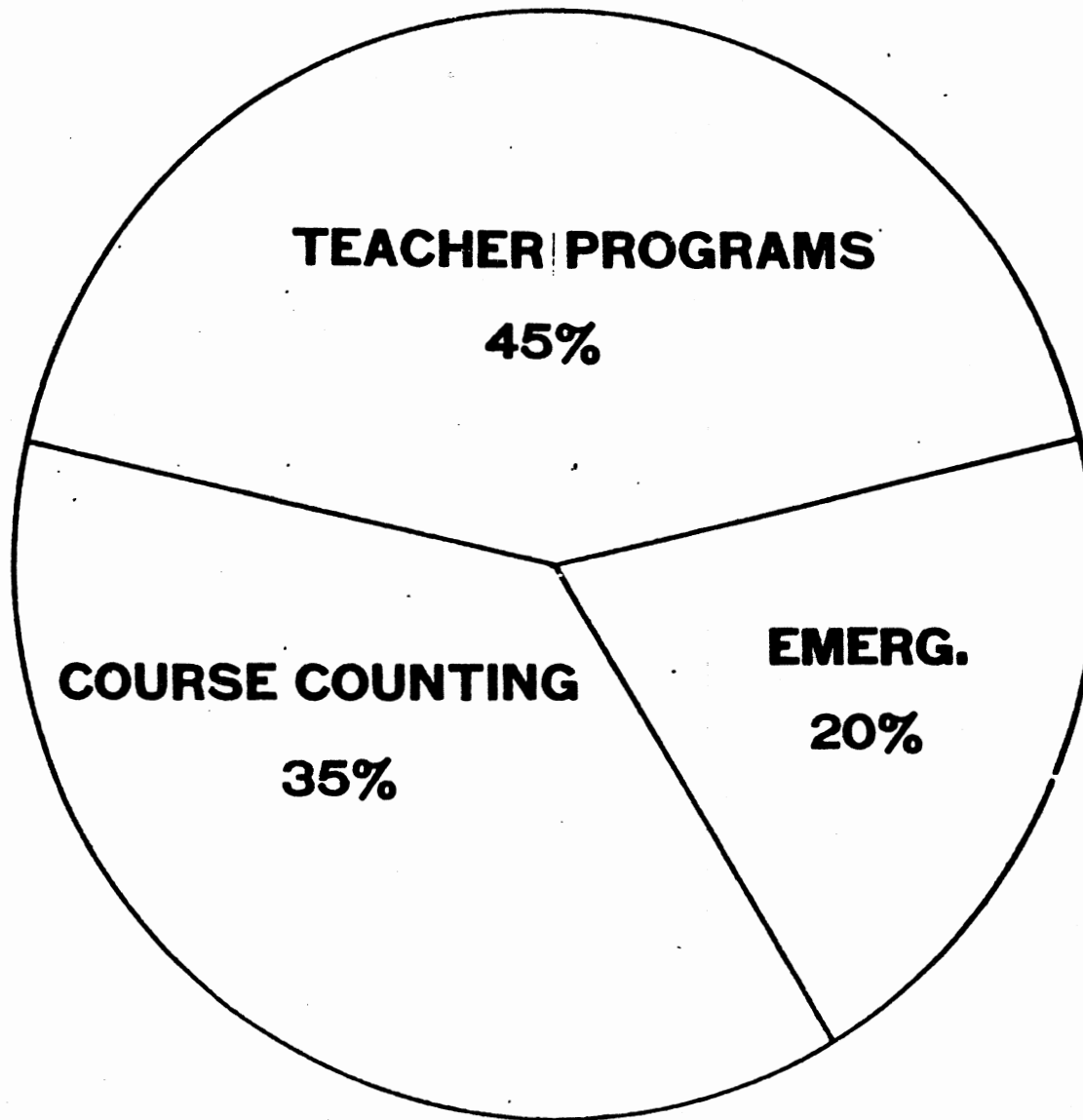
certified persons were employed." Yet official tables available from the State Department of Education attest that only 625 persons held emergency certificates last year and 596 held provisional certificates. That totals 1,221 -- 1.6% of the teaching force. Most of these were issued in only three fields: vo-tech, bilingual, and English as a Second Language. (See attachments.)

It seems inescapable to conclude that the Commissioner is knowingly exaggerating the 20% and the 1,726 figures for his own purposes -- to sell his watered-down certification plan to an unsuspecting public.

In conclusion, NJEA also applauds this committee for deciding that a thorough study of the recently published national reports on education be conducted before any action is taken on their recommendations. As you know, some of the reports contradict each other, and not all of the proposals may turn out to be worthwhile in actual practice. You are right to think before you act.

And, I again commend the committee for proposing a sound bill containing provisions that will strengthen the teacher-training programs in our colleges, set the pattern expected to be matched in any alternative approaches, and, thus, maintain the quality of the teaching force in our public schools. Thank you for this opportunity to testify.

CERTIFICATION ROUTES



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

Members of the joint committee -

Thank you very much for providing me with the opportunity to be heard this afternoon. My name is John Fanning and I am the Superintendent of Schools in Bernards Township, Somerset County. I appear before you today to discuss Assembly Bills 3851 and 3974 while supporting the Commissioner's proposal for an alternative route to certification and the abolishment of the provisional certification process in its present form.

As a superintendent of schools in this state for ten years, I have been concerned with the fact that on a number of occasions I've had to turn away apparently qualified, interested individuals from pursuing a career in education because they were not certified and could not commit an extensive amount of time to qualify under the present certification system. In addition, I've been concerned with the fact that people of questionable qualifications have been able to gain access to the teaching profession and into the classroom by a provisional certification process which, at best, is substandard. Many of us, who have worked in the field of education for an extended period, particularly in the days of rapid expansion, can tell stories that represent the extremes: of the graduate of a teacher training institute who lasted two weeks in the classroom or the mathematician from industry that fared even less well - two days. Today I don't want to talk about the extremes; I'd like to share with you two examples of the difficulty the present system poses to apparently qualified individuals who would like to enter the profession. A woman came to me seeking employment as an art teacher. She is a graduate of a university in England and has had several successful years of teaching in that country. She is a citizen of the United States, has lived in my community for a number of years, is regarded as a very talented, productive artist, has volunteered her time in civic and church groups to work with children, is a prized member of the community and highly regarded for a number of reasons

including her ability to relate to young people. This highly esteemed community member may be certifiable with a review of her credentials, that is, after examination of the courses taken at a university in England. However, she may not be certifiable - what a shame for I wanted to hire her immediately. A second example is again a foreign born resident of my community who speaks several languages fluently, is presently teaching French and Spanish in a private school but would prefer to work in a public school system. She is not certifiable, and cannot take the time and loss of income to become certifiable under the present system.

I am concerned that our present certification procedures are not sufficiently flexible to provide options for apparently qualified people who are interested and enthusiastic about entering our profession. I have examined carefully the two bills that this joint committee is discussing. In the case of Assembly Bill 3851, I am reminded of what some of my colleagues and I refer to in teaching as a pitching activity, that is an activity that on its face is worthwhile but for which no specific outcomes are predicted. An example would be a trip to the zoo where a teacher may in fact prepare the young people for that trip by discussing attire, lunch arrangement, rules on the bus, etc., however, the teacher generally does not know in advance what the young people are likely to learn. The most important part, in some of our minds, of a pitching activity is the debrief that follows the activity. The part of the activity where children have an opportunity to share together what was exciting about their trip: the funniest animal they saw, the most frightening animal they saw and the like. When I examine carefully Assembly Bill 3851, it seems to me very much like a pitching activity, on its face it's worthwhile. In spite of the fact, that specifically the commission as proposed is directed to "conduct a comprehensive study and examination of the concerns and recommendations of the several national commissions and task forces on education giving

special attention to the preparation, training and retention of quality teachers and other recommendations that may enhance or expand the State's goal of maintaining a thorough and efficient system of public schools", no one knows for sure what the commission will find, what they will learn, what they will share. I think its desirable to have such a study so long as it does not preclude the possibility of developing an alternative mechanism to certification.

Similarly, I find Assembly Bill 3974, with its host of sponsors, to be admirable on its face. Who in this day and age could argue against requirements that would ensure that programs in New Jersey colleges for the certification of teachers meet rigorous standards and that individuals entering the teaching profession be of the highest quality. The new standards already developed may, in fact, produce the desirable outcome. Assembly Bill 3974, however, would prevent the possibility of developing an alternative method for certification. As a result, I urge either its defeat or the adoption of clear language in the bill which would allow the Commissioner's initiative to go forward.

In summary and conclusion, I support Commissioner Saul Cooperman's initiative to develop an alternative method for teacher certification which would open our profession to apparently qualified, interested and enthusiastic individuals without undue hardships and I urge this joint committee to prevent Assembly Bill 3974 or Assembly Bill 3851 from stopping or interfering with the Commissioner's proposal for an alternative certification process.

Thank you.

THE COMMISSIONER'S PLAN WILL DO NOTHING FOR URBAN SCHOOLS

Ken Carlson
Rutgers University

New Jersey Education Commissioner Saul Cooperman has proposed a new route to teacher certification. The new route is intended to attract high quality people into teaching careers. The Commissioner claims that there is a dire need for high quality teachers in New Jersey's schools, and he uses as evidence of this need the low Scholastic Aptitude Test scores of high school students who indicate on the SAT that they intend to become teachers someday. That some of these high school students never go on to college at all, let alone become teachers, does not appear to weaken the Commissioner's faith in his alleged evidence.

In fairness to the Commissioner, it should be noted that he has further evidence for his conviction that New Jersey's schools are suffering from low quality teachers. He has a lot of anecdotal and impressionistic evidence, such as that he gleaned the day he passed through Central High School in Newark.

Since the low SAT evidence the Commissioner uses is likely to be from urban populations, given the correlation between SAT scores and socioeconomic status, and the impressionistic evidence appears to be from the same source, one would expect the Commissioner's certification proposal to be targeted toward urban schools. However, there is increasing reason to believe that the proposal is

being directed away from city schools.

The proposed certification path consists of three requirements: (1) a bachelor's degree, (2) a passing score on a test of subject matter knowledge or general knowledge, and (3) satisfactory completion of a one-year internship in a school. The third requirement is the fly in the ointment. The internship is supposed to be served in a school that has an opening for a teacher, so that the intern can be hired as a regular teacher upon completion of the internship year. Given the relative stability (or growth) of urban school populations and the relatively high rate of teacher turnover, there should be a lot of internships going on in urban schools. But there probably won't be.

First, try to imagine a college graduate who has passed the state test at the high passing level we are being told will separate those people who really command the subject matter from those who do not. Now try to imagine this same person hankering for a job in an urban school, even if the vaunted \$18,500 starting salary should ever see the light at the end of the legislative tunnel, which it probably won't.

Second, the Commissioner has indicated that not all schools will be approved as internship sites even if they do need teachers. The Commissioner will decide which schools are fit to be training sites for interns. Although he has not yet announced the criteria and process by which the site approvals will be granted, the Commissioner can hardly lament the low quality of urban schools and then contradict himself by approving those schools as intern sites.

What we are left with then is a situation in which the solution to a problem is directed away from the problem. The Commissioner can be credited with good intentions, but he has to be faulted for poor aim.

A colleague of mine, capable of even greater cynicism than am I, has suggested that the Commissioner's certification proposal may be a smokescreen for the failure of T&E to help urban schools. I don't share that assessment of the effectiveness of T&E, and I don't think the Commissioner is engaged in that kind of duplicity. However, I am worried that the Commissioner's plan for improving the quality of teachers in New Jersey offers nothing to urban schools. Moreover, the plan could have the unintended consequence of worsening the position of those schools relative to suburban schools if for no other reason than that of diverting public attention away from urban schools and to the certification plan.

A final but crucial few words. While the Commissioner's teacher certification plan detours around the problems of urban schools, it should definitely not be redirected toward those schools. It is not a good solution even if it were to be properly focused. The idea of putting someone into any school with no more than a five-day orientation to teaching is a slander on the teaching profession. The hapless someone might survive in a sedate suburban school, but he or she is not likely to make much of a contribution to the education of urban youngsters.

(fn)

Testimony at New Jersey State Assembly Joint Committee Hearings Concerning
Bill A-3974 on Teacher Certification

October 3, 1983

Testimony by: Kenneth Carlson, Professor and Associate Dean for
Teacher Education, Graduate School of
Education, Rutgers University
Jack L. Nelson, Professor, Graduate School of Education,
Rutgers University; Former member and
President, Highland Park, NJ Board of
Education

We support the proposed legislation to improve standards for teacher certification in New Jersey, and we urge the legislature to enact it as quickly as possible in the interests of the public school students in this state. The bill is designed to enforce and strengthen the new teacher certification regulations which are the result of long, deliberate, and thoughtful development.

The current national concern for improving education and increasing the quality of teachers represents a major challenge and opportunity. We want New Jersey to be noted for its progressive and well-considered approach to these matters. This legislation provides guidelines for insuring that the state certificate for teaching is based upon high quality work in accredited colleges and universities, with strong programs in liberal arts, the subjects which will be taught, and professional preparation for service in the schools.

This legislation also insures that the product of a careful procedure for alteration of certification standards, undertaken by the Newman Commission over a period of several years and resulting in NJAC 6:11-7.1 (1982), shall be the law of the state and shall not be undermined by attempts to dilute those appropriate standards except in demonstrable emergencies.

This bill requires that the high standards of NJAC 6:11-7.1, and even more, will be demanded of all teachers who attain permanent certification. It does not permit permanent certification by side routes or less rigorous alternatives. Yet, it provides for needed flexibility and autonomy for institutions of higher education in meeting those standards in teacher education programs.

Every vital profession has upgraded its professional standards. This legislation does that for teachers.

The proposal recently made by Education Commissioner Cooperman to the State Board of Education for an alternative means of certification, before NJAC 6:11-7.1 has had an adequate test, does not upgrade the profession. While we commend the Commissioner and the Governor for their initiative in and concern for the improvement of education in New Jersey, and their interest in high quality standards for teachers, we believe that the proposal actually decreases the standards (NJAC 6:11 -7.1) just enacted. The Cooperman proposal, further, has not yet had the kind of scrutiny that good educational policy deserves, and certainly has not had the thoughtful care that preceded NJAC 6:11 - 7.1. We had not been able to obtain copies of the Cooperman proposal until after the news conference, and are now in the process of developing a detailed analysis of the rationale presented and problems it portends. We will not take up your time now to elaborate our disagreements on the Cooperman proposal, but want to indicate that it undercuts the high standards now established in NJAC 6:11-7.1. We would be pleased to provide you with a copy of our analysis when it is complete.

We seek your approval of A-3974 .

Thank you.

(dm)

Public Statement on Kean-Cooperman Proposals for Educational Reform

Submitted by:
Dr. Miriam T. Chaplin
Associate Professor of Education
Rutgers University
Camden, New Jersey

From the days of the one room schoolhouse administered by the town councils to the current sprawling edifices under the direction of the giant bureaucracies which we call State Departments of Education, the teacher certification process has always been the heart of American education. Through the years that process has undergone many changes. Most of us who look fondly at the past were taught by teachers who received only a normal school education consisting mainly of methodology. Today, we know that is not sufficient. Thus, many teacher education programs such as the one at my institution require that all prospective teachers select a content discipline as the major course of study and complete courses in professional education as well. The Newman Commission Report for educational reform adopted by the State Board in 1982 upheld this concept and now all programs in New Jersey require intensive content mastery but they maintain a strong professional education component.

The Kean-Cooperman proposals, however, seem to emanate from a different philosophical position. They imply that there is a hierarchical arrangement of teacher capabilities with content occupying a more preferred position than methodology. This notion is antagonistic to all that has been learned through years of vigorous study about the teaching-learning process. The internalization of content does not supersede the act of presenting it and motivating students to learn; these qualities are opposite sides of the same coin. Thus, they are equally important to effective instruction.

A teacher must be a composite of many qualities. He/she must have a firm grasp on current content material and be able to understand and appreciate new advances in knowledge as they are made. A teacher must possess competency in oral and written language so that an example can be provided for students which will lead them to a respect for formal structures and a will to acquire them. A teacher must have a keen under-

standing and empathy for individual differences and a humanistic approach to inter and intra-group relations. Finally, a teacher must be able to employ an eclectic approach in the use of proven methodology and possess a fundamental base of knowledge about growth and development which can help in the creation of innovative methodology when the situation demands it.

These traits are not in-born; neither does one acquire them simply through the acquisition of content. They can only be learned through formal study of theoretical viewpoints and opportunities to learn to apply those theories in simulated and real situations. Field experience is extremely important but it must be constantly and carefully supervised and evaluated by practitioners and scholars. This will allow the prospective teacher to weave theory and practice together into a whole philosophical framework. This kind of preparation is characteristic of all professions. It must remain so for education as well.

The Kean-Cooperman proposals would place non-certified teachers in classrooms for one full year. A determination on the teacher's capability would be made at the conclusion of that year. This process may work well for persons who desire an opportunity to test their aptitude and interest in teaching while being gainfully employed. The effects on students, however, may be disastrous.

These teachers will have had no exposure to effective methods, no access to curriculum study, no opportunity to learn classroom or school building procedures and no familiarity with the social and philosophical foundations of education. Moreover, they will not have acquired special needs skills that will enable them to work with handicapped children, children whose native language is other than English or children who experience reading difficulties. These would be learned, according to the Governor and the Commissioner, in the course of interacting with students through daily instruction. Considering the demands of classroom teaching, this is not likely to occur. Furthermore,

it is unfair to students to attempt it.

Each student deserves the expertise of a teacher who has willingly embraced the teaching profession and has participated in an organized program of study. Students must not be forced to endure the flirtation and initiation of a person into a profession in which he/she is ill prepared. Even one year is a sufficient amount of time to truncate the growth and development of students. Of course, one year is not guaranteed, for the same students may encounter first year teachers again and again. What the Governor and the Commissioner describe as an alternative route to certification is sure to become the escape hatch through which many untrained individuals will land in front of classrooms.

Finally, the Kean-Cooperman proposals reinforce the weakest part of the present certification process because they do not encourage teachers to engage in further graduate study. Indeed, the Governor insults and minimizes additional courses by calling them "pseudo courses." He proposes to set up advanced educational institutes apart from the institutions of higher learning. This is unfortunate, for teacher training centers have always served as the vanguard for the advancement of teaching. A large part of the research functions of graduate teacher education has been to devise and test new approaches to learning. All teachers need to be a part of this activity. It would be well for Governor Kean and Commissioner Cooperman to lead the move toward more study for teachers and this should include compensation for teachers in-service who are willing to avail themselves of these services. Teaching is not a staid profession; it requires continuous investigations into improved methodology based on sound theoretical principles. Presently, New Jersey stands apart from most states which require advanced study for permanent certification. If ever there was a bandwagon worthy of our presence, this is surely the one.

In spite of my strong opposition to the Kean-Cooperman proposals, they have performed a feat which educators have been unable to match. In the course of a few short weeks, the Governor has catapulted education to the center of attention in the state. I have seen

and heard more proposals for reform in these weeks than I could ever have imagined. For this, we must be eternally grateful. The climate is fertile for change and we must not let this time escape. But we must not make change for its own sake. This is not the time to abandon reason; this is the time to be reasonable. As an educator with more years of service than I am willing to admit, I offer my services to the Governor, the Commissioner and this committee and I know that there are others who are equally as eager to assist any effort. If we utilize the imagination and the intelligence of all who are concerned about education in New Jersey, we can proceed from a well reasoned base toward the creation of a certification process that will not only fill the current void of science and math teachers but one that will produce superior persons in every field. Our children deserve no less and the public can demand no more.

The Nation, and New Jersey, at Risk

Research in progress at Education Law Center concerning inequitable and insufficient funding for education in property poor urban school districts confirms that the conclusions of recent national studies are tragically applicable to children in those public schools. Attending the schools are over 230,000 black and Hispanic children who comprise a large majority of the enrollment in New Jersey's poorest school districts. It is children such as these who are particularly at risk and about whom members of the National Commission on Excellence in Education expressed serious concern in the following statement:

Part of what is at risk is the promise first made on this continent: All, regardless of race or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment to manage their own lives, thereby serving not only their own interests but also the progress of society itself. (p. 3)

The National Commission on Excellence in Education is not the only national body to direct our attention to the "imperative of educational reform." Recent reports by the Task Force on Federal Elementary and Secondary Education Policy (20th Century Fund), and the National Task Force on Education for Economic Growth (Education Commission of the States) have also charged that the state of American public education is in serious trouble.

The following summary sets out the major findings of "A Nation at Risk" (the report of the Commission on Excellence) as to the indicators of risk, factors contributing to those indicators,

and recommendations for reducing the risk. Time does not permit a detailed canvassing of the applicability of each of these findings to public school education in New Jersey. However, ELC research to date, including interviews with more than seventy-five educators, substantiates the Commission's major findings and indicates widespread support for many of its recommendations. Applicability to New Jersey public schools follows the summary of that report.

A NATION AT RISK

The Commission on Excellence listed the following indicators of the educational "risk" which this country faces:

1. U.S. students' achievement test scores are inferior to scores of students in other countries.
2. There are at least 23 million functionally illiterate persons in the U.S., including 13% of all 17 year olds and 40% of all minority youth.
3. Average achievement is lower than 26 years ago.
4. 50% of all gifted students are underachievers.
5. SAT scores have dramatically declined since 1963.
6. Seventeen-year-olds do not possess important critical thinking and higher order cognitive skills.
7. Science achievement has seriously declined.
8. The number of remedial courses has skyrocketed.
9. College student achievement has significantly declined.
10. Business and military leaders complain about the lack of preparedness of high school graduates and spend billions on remedial training.
11. Youth are becoming scientifically and technologically illiterate, and they won't be able to meet the needs of a high tech society.

12. Reading and computation are often emphasized at the expense of other skills (e.g. higher order cognitive skills).

The Commission found that there are four major factors contributing to the "indicators of risk." In the case of each set of factors, they made recommendations for reform. These are the factors and recommendations:

I. Curriculum or instructional content of schools

A. Contributing factors

1. The curriculum is homogenized or diluted into "general track" courses.
2. There is a "curriculum smorgasbord" where students have extensive choice and consequently tend to choose easy courses.
3. A large part of students' work is in remedial courses and personal service and development courses.

B. Recommended action

1. Strengthen graduation requirements.
2. Recognize the New Five Basics and set the following minimum course requirements for all students - 4 years of English, 3 years of math, science, and social studies, and one-half year in computer literacy.
3. Institute foreign language requirements, beginning in the elementary grades.
4. In addition, emphasize fine arts, vocational preparation, and problem-solving skills at the high school level.

II. Standards and Expectations

A. Contributing factors

1. Expectations in terms of knowledge, abilities, skills, behavior, time, discipline, motivation, and work habits are too often set too low.
2. There are deficiencies in grading procedures, homework assignments, graduation requirements, college admission requirements, and in the difficulty level of subject matter.

3. Course requirements in mathematics, science, and foreign language are inadequate.
4. "Minimum competencies" have too often become "maximum goals."

B. Recommended action

1. Adopt rigorous, measurable standards and higher expectations for academic performance and student conduct.
2. Raise college admission requirements.
3. Make grades more meaningful.
4. Administer standardized tests at major transition points to certify credentials, diagnose needs, and identify opportunities for advanced work.
5. Upgrade the quality and appropriateness of textbooks.
6. Use new instructional materials that reflect most current applications of technology in each subject area, the best substantive scholarship, and research in teaching and learning.

III. Schools' and students' use of time

A. Contributing factors

1. Compared to other nations, U.S. students spend less time in class and doing homework.
2. In the U.S., the average school year is 180 days and the average school week is 22 hours.
3. Educational time is used ineffectively.
4. For many students, a majority of school time is not spent "on task."
5. Time spent in personal service and development courses counts as much as time in academic courses in the five basics.
6. Students are not motivated to use time on school work.
7. Students have not developed adequate study skills and are not able to use time well.

B. Recommended action

1. Significantly more time should be spent on the new basics.
2. There should be a longer school year (i.e., 200-220 days) and longer school days (7 hours).
3. Teachers should assign more homework.
4. Students should be instructed in effective study skills.
5. Classroom management and the organization of the school day need to be improved.
6. Special needs students, in particular, need to use time better.
7. Schools should adopt firm and fair codes of discipline and should institute alternative classrooms, schools, and programs for disruptive students.
8. Reduce the administrative burden of teachers.
9. Formulate appropriate attendance policies with incentives and sanctions.
10. Placement, grouping, and graduation policies should be guided by academic progress rather than by age.

IV. Teaching issues

A. Contributing factors

1. Salaries are too low (national average \$17,000).
2. Professional working conditions are unsatisfactory.
3. Teachers are being drawn from the lower quarter of college classes, and many are currently teaching in areas where they are not qualified.
4. Teacher preparation programs are inadequate, weighted heavily with methodology courses at the expense of subject matter expertise.
5. There are severe shortages of qualified teachers in mathematics, science, foreign languages, gifted education, and special education.

B. Recommended action

1. Teacher preparation should be improved, and teaching should be made a more rewarding and respected career.
2. Salaries need to be increased, competitive with other professions, and performance based.
3. Teachers need to demonstrate aptitude and competence in teaching as well as in their academic discipline.
4. Salary, tenure, and promotion need to be tied in to an effective evaluation system.
5. Teachers should be given an eleven month contract.
6. There should be a career ladder for teachers - beginning, experienced, and master teachers.
7. Incentive grants and loans should be provided to attract competent people into teaching as a career.
8. Nonschool personnel resources should be used to deal with teacher shortages (e.g., in math and science).

Following its analyses and recommendations for reform of those factors which contribute to the "indicators of risk," the Commission on Excellence urged that the federal government, states and localities, parents, and the private sector must all play an important role in implementing the reforms recommended in the report. For example, it recommended that states and localities have primary responsibility for providing effective leadership and management. The report distinguished between these two roles and implied that, to a large extent, superintendents and principals have concentrated on the latter (i.e., management). The report charged that leadership - including persuasion, goal setting, consensus building, etc. - must be developed.

The Commission on Excellence report also makes recommendations regarding the federal role in the improvement of the educational system.

As to providing sufficient resources for education, which has been found to be the constitutional obligation of the State in New Jersey, the Commission was heartened by "the traditional belief that paying for education is an investment in ever-renewable human resources that are more durable and flexible than capital plant and equipment, and the availability in this country of sufficient financial means to invest in education."

NEW JERSEY AT RISK

In describing the level of risk which we face as a nation because of the deteriorating rate of our public education system, the Commission on Excellence noted with alarm the rapidly growing demand for highly skilled workers in new fields as well as the potential for disenfranchisement of those individuals not trained for a high technology economy. These are the Commission's words:

These deficiencies come at a time when the demand for highly skilled workers in new fields is accelerating rapidly. For example:

- o Computers and computer-controlled equipment are penetrating every aspect of our lives - homes, factories, and offices.
- o One estimate indicates that by the turn of the century millions of jobs will involve laser technology and robotics.
- o Technology is radically transforming a host of other occupations. They include health care, medical science, energy production, food processing, construction, and the building, repair, and maintenance of sophisticated scientific, educational, military, and industrial equipment. (p. 10)

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The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised,

not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom. (p. 7)

These two capacities -- the ability to function in the job market and as citizens -- ^{are} is the birthright of all New Jersey children. This is what they are ensured under the State's constitutional guarantee of a "thorough and efficient system of free public schools."

At present New Jersey is committed to a high technology future. The children who will or will not be ready to participate fully in that future are, for the most part, students in public schools. Those schools are in towns and cities which represent extremes of poverty and wealth. The indicators of risk in New Jersey's low wealth (in terms of both property and income) urban districts presage a grim future for them in the high technology job market.

Indicators of educational risk are replete in New Jersey. They can be found in the results of Minimum Basic Skills (MBS) Tests, which some would argue, have thresholds far below the level of functional literacy; in large numbers of dropouts from urban high schools; in results of New Jersey College Basic Skills Tests; in the increasing need for college level remedial courses.

Commissioner Saul Cooperman has rightfully labelled the MBS tests "a hoax and a fraud." The tests measure only the most elemental skills, such as word recognition and simple computation. Yet, since 1977, when the tests were instituted, teachers in urban districts freely admit having taught to those tests. This undue emphasis on minimum skills notwithstanding, large numbers of ninth

graders in urban districts fail the test. These are 1982 test results in a sampling of urban districts:

STUDENTS FAILING 9TH GRADE TESTS

<u>DISTRICTS</u>	<u>READING</u>		<u>MATHEMATICS</u>	
	<u>NO.</u>	<u>PERCENT</u>	<u>NO.</u>	<u>PERCENT</u>
Camden	417	45.18%	335	36.41%
East Orange	381	37.72	434	43.53
Irvington	233	38.77	250	42.37
Jersey City	1,087	51.66	818	39.36
Newark	1,880	49.28	1,618	42.94
Paterson	674	51.41	479	36.79

In contrast to these results, ninth graders in the State's wealthy suburban districts enjoy a pass rate of 90 to 98%.

Added to the urban districts' rate of failure, or perhaps because of it, the dropout rate in urban high schools is similarly high. In 1981, according to the N.J. Dept. of Education, there was a dropout rate of 45% between the ninth and twelfth grades in 30 urban high schools.

Results of other tests are similar to MBS results. While the State, generally, has lagged behind the nation in SAT results, urban district average scores are extremely low. Similarly, in 1981, the last year in which results of the New Jersey College Basic Skills Placement Test were published, the vast majority of urban high school students demonstrated an abysmal lack of proficiency. According to Dr. Edward Morante of the Department of Higher

Education, director of the Basic Skills Assessment Program, there was no change in 1982 results for urban graduates.

For New Jersey colleges, from Rutgers University through the state and county colleges, low achievement levels of many college freshmen in higher order cognitive skills have required a plethora of remedial courses. As an example, 97% of all entering freshmen at Essex County College (ECC) require some remediation. According to Dr. John Scott Drakulich, ECC Director of Institutional Research, remedial instruction consumes some 36% of the college budget. In recognition of this phenomenon, the State Board of Higher Education has recently changed the college funding formula to assure increased resources for remediation in county colleges which serve large urban populations.

Against all of these facts, the underachievement of the gifted among urban youth is a given. While present State policy would seem to require public school programs for the gifted and talented, no State funding is provided to assure the delivery of meaningful programs.

Finally, for many of those young people who have no hope of going on to higher education and who have acquired no skills to permit them entry into the job market, even the military offers scant hope of training and employment. Although data has not yet been obtained, ELC staff have learned from military recruiters that large numbers of urban applicants currently are denied admission to the armed services by reason of their failure on qualifying tests.

Certainly, these are serious "indicators of risk" in the public schools of New Jersey. The examination of causation, or of "contributing factors" to those indicators, together with the Commission's recommendations for reform as they apply to New Jersey, gives rise to a central question: Does New Jersey believe in its children, in their capacity to learn, in their longing to learn? Such a belief is critical to any serious endeavor to remedy the present situation. As the Commission on Excellence noted:

Our recommendations are based on the beliefs that everyone can learn, that everyone is born with an urge to learn which can be nurtured, that a solid high school education is within the reach of virtually all, and that life-long learning will equip people with the skills required for new careers and for citizenship. (p.24)

Such belief must be regenerated in New Jersey citizens if a serious, long term effort to afford excellence in public school education is to be undertaken. For students from low income families in New Jersey's urban centers, the road to excellent schools is a long one.

That we are failing our urban children is evident. That we, and not the children, are to blame for the indicia of failure is demonstrated in the following description of factors contributing to the "indicators of risk" and to related recommendations for reform. These children bring with them to school what has been appropriately called an educational overburden. The deficits which they bring with them are poverty, crowded homes, often inadequate diets, greater health problems, and a much larger incidence of special educational needs - for the handicapped, for bilingual education, for remedial education. What the children

have too long received from us has not been greater input to meet their greater educational needs, but fewer resources which only compound their needs. While it cannot be argued that only money is needed to solve New Jersey's urban education problems, it is similarly impossible to rationally assert that the problems can be solved without sufficient resources. Indeed, urban superintendents argue that they cannot even afford to offer their staffs training in Effective Schools management and leadership, for the training itself is costly. Similarly, many of the contributing factors and recommendations for reform in New Jersey must be seen as related to school financing.

I. Curriculum or instructional content in schools

While it is certainly true that some New Jersey school districts have followed the national move to homogenize, dilute, and diffuse secondary curricula, this has not been the trend statewide. In New Jersey there has been a movement toward, not away from, vocational-technical training, and New Jersey's "better" high schools continue to track a large percentage of their students into stiff, college preparatory courses. The curricula requirements of the latter schools outstrip Commission recommendations. Newly applicable graduation requirements notwithstanding, however, substantive course offerings are not available to most children in the State's urban districts.

The movement toward vocational-technical training in county vocational-technical schools and in some 14 "area vocational-technical schools," specially funded by the State, has passed most urban high school students by. In 1980, the State Dept. of Education estimated that some 80,000 students who needed vocational-

technical training did not receive it. Annually, county schools turn away hundreds of student applicants. Additionally in a county such as Passaic, where the local district must pay tuition for those attending the county school, the district of Paterson is able to send only half the number of students who apply. Moreover, in the largest urban districts in the state - Newark, Jersey City, Paterson - vocational education programs provided by these districts must be funded totally by local resources. There is no State requirement for even minimal qualitative standards in these programs.

A comparison of curricular offerings in many suburban and urban high schools as well as elementary school offerings again reveals stark differences. It is in suburban, not urban, districts that children learn one or more foreign languages starting as early as kindergarten or second grade. It is in suburban, not urban, districts where teachers have been trained and computer-ware purchased to assure computer literacy and beyond (with one high school offering a number of courses leading finally to "Management of a Computer Center"). It is suburban, not urban, high schools which have moved far beyond the core curriculum required under New Jersey's Graduation Standards and where advanced placement math and science courses are the norm.

Although many greeted enactment of the N.J. High School Graduation Standards Act in 1980 as a breakthrough, the required core curriculum pales in the following comparison of it to the Commission's minimum requirements for a diploma which lays "the foundations in the Five Basics." (p.24)

Commission Recommendations

4 years of English
3 years of mathematics
3 years of science
3 years of social studies
1/2 year of computer science

New Jersey Requirements

4 years of communication
2 years of computation
1 year of science
2 years of social studies and history
1 year of phys. ed. or health
1 year of fine, practical, or performing arts
1/2 year of career development

In addition to the above coursework, the Commission strongly recommends that college bound students be required to take two years of foreign language "in addition to those taken earlier," i.e., in elementary school. The Commission also sets out in some detail illustrations of the specifics of learning goals for each of the required subject areas. (pp. 25&26) No such guidelines or regulations have issued from education officials in New Jersey. Districts find their way as best they can with the resources they have available, and the high school diploma continues to represent vastly different "foundations" for different students.

II. Standards and Expectations

Central to the Commission's criticism of the failure to set high standards both for course requirements and for individual performance is its analysis of (1) the need to assess student progress and determine education needs and (2) the need to use the most current, high quality teaching materials.

Student assessment and individualized improvement plans have been mandated under New Jersey's Graduation Standards. In those districts where the greatest number of students require such individuation, however, there are no resources to implement the requirements.

The Dept. of Education has recognized that greatest test score declines occur in the middle grades and that, therefore, deficiencies must be identified early. To this end, a detailed individualized student improvement plan is required if tests reveal basic skills deficiencies as early as the sixth grade. Additionally, staff members must be assigned to develop, implement, and evaluate the program, which must continue throughout the secondary grades until all identified deficiencies are remedied.

New Jersey urban superintendents recently described these guidelines as highly desirable, but impossible of implementation. In their districts, they noted, there are large numbers of children in need of such individualized and monitored programs. In their districts, however, the resources are simply unavailable for such a program.

In contrast, suburban districts assign remedial teachers every period of the day to assist students. In one district, classes of 8-12 students have been established in every subject area for students identified as "marginal." Through such programs, hundreds of students are saved. Until such programs are made available to the State's educationally neediest children, minimum competencies will continue to be maximum goals.

Similarly, the need for updated textbooks and other instructional materials is vital in urban districts. There, however, because of budgetary constraints, such materials as consumable workbooks are routinely purchased to last three years. For two years, teachers ditto workbook assignments. Only in the last year may pupils write in them. Additionally, it is not unusual for urban teachers to purchase even more elemental needs such as classroom

supplies, and elementary school teachers consider themselves fortunate if their students have access to some semblance of a school library.

III. Schools' and students' use of time

It is clear that the time devoted to education must be extended. Any teacher would agree who has had the experience of enthusiastically preparing to greet a class in September, only to discover (again - it always comes as a surprise) that a full month or more must be devoted to reteaching that which has been forgotten over the summer. It is equally clear that students must be motivated, they must learn study habits, they must be accountable in terms of attendance, assignments, and nondisruption of classes. All of these needs are critical in urban districts. It is the remedies which are difficult of achievement, for many of them require large increases in resources in districts where present programs routinely limp for lack of support.

These are some of the present obstacles to recommended reforms:

- ° Insufficient career and guidance counsellors (in some schools 500 students to 1 counsellor) as well as reduced attendance officers preclude early deterrence of truancy.
- ° Alternative education programs, desperately needed in urban districts, are not affordable there.
- ° To be motivated, poor students must see economic benefits to education. The dearth of up-to-date vocational education programs in their schools deny them such motivation.
- ° Although urban administrators recognize the need to provide in-service training in all aspects of School Effectiveness, they cannot afford to provide the training.

Finally, the Commission on Excellence does not deal with the need for adequate educational facilities in which excellence in education can take place. In New Jersey, however, urban school facilities are not only inferior. In many cases they are totally inadequate, if not destructive of the learning process. There are urban schools in which five classes are taught simultaneously in an auditorium, in which special education pupils are grouped around battered card tables in a basement hallway. In at least one high school, students are on triple session, with the first group arriving at 7:30 a.m., and the third group dismissed at 4:30 p.m. The schedule provides for no study halls.

A respected New Jersey educator recently noted, "Before we settle for panaceas such as increased homework, we must deal with the realities of urban life. Where will the children do their homework? In their overcrowded homes? We must provide after-school, supervised study areas."

For those students in the triple session high school, a supervised study hall during school might be a beginning.

IV. Teaching issues

In those New Jersey districts where the challenge to teachers is highest, the salaries are lowest. These are districts in which working conditions (class size, facilities, equipment) are least desirable and teacher burnout is common. These are districts in which it is extremely difficult to attract and retain top quality teachers, in which teacher shortages in critical subject areas are perennial. While there is widespread agreement on the need to upgrade teacher training and to improve the stature of teachers,

those improvements do not hold out much promise of change in districts which cannot compete for the best staff against their more affluent suburban neighbors.

Teachers' salaries are not low in all New Jersey schools. Nor are many of them low by national standards, for New Jersey has a comparatively high standard of living. However, those districts which have the greatest need for highly qualified, well-motivated teachers are least able to afford them. The following are comparisons of 1982 average salaries in contrasting urban and suburban districts located in the same counties or regions:

<u>CONTRASTING DISTRICTS</u>	<u>AVERAGE TEACHER SALARY</u>
Camden	\$17,166
Cherry Hill	23,448
East Orange	21,306
Millburn	25,584
Irvington	20,007
Livingston	25,635
Jersey City	22,646
Paramus	26,055
Newark	22,154
South Orange-Maplewood	24,451
Paterson	19,419
Ridgewood	26,687

In the lower paying districts, the urban districts listed above, professionals have a heavier teaching load. By the traditional measure of staff-pupil ratio, staff per 1000 enrollment, 1982 contrasts in those districts are marked:

<u>CONTRASTING DISTRICTS</u>	<u>TOTAL STAFF PER 1000 ENROLLMENT</u>
Camden	67.1
Cherry Hill	80.8
East Orange	73.4
Millburn	90.1
Irvington	65.5
Livingston	87.0
Jersey City	70.1
Paramus	91.0
Newark	71.3
South Orange-Maplewood	84.3
Paterson	73.2
Ridgewood	81.9

Nor are larger class sizes the only burden borne by teachers in urban districts. They have large numbers of children requiring individual attention; their classes are housed, for the most part, in deteriorating old buildings; they have inadequate, or non-existent equipment (in some cases, science laboratories without running water), outdated textbooks, insufficient supplies; they must urge students to read in schools without libraries.

Thus, although New Jersey has recognized the need to reform teacher preparation requirements, serious questions remain as to the efficacy of that level of change for urban children. Where will the better prepared professionals teach? Unless higher salaries and better working conditions are available to those who face the more difficult teaching challenges, urban administrators cannot hope for any improvement in their ability to attract and retain the teachers whom their children need.

CONCLUSION

Against the facts set out above it must be recognized that New Jersey is a wealthy state - third wealthiest in personal income in the nation. With this wealth it has provided gold-plated education to those children who have everything going for them. Some of the best educational opportunities in the country have been afforded New Jersey children.

In stark contrast stands the education provided New Jersey's poor children, its minority children. Ironically, however, these are the children who will shape our future.

Within our lifetime, these minority youth will comprise a large proportion of the state and national work force. Upon them will devolve responsibility for the continuing viability of our economy.

If belief in and care for our children cannot motivate us to reform, certainly concern for our future should.

Marilyn J. Morheuser
Education Law Center
July 27, 1983