

PUBLIC HEARING
before
COMMISSION TO STUDY TEACHER PREPARATION PROGRAMS
on
The Preliminary Report of the Commission

Held:
September 23, 1980
Assembly Chamber
State House
Trenton, New Jersey

MEMBERS OF COMMISSION PRESENT:

John V. Johnson, Chairman
Thomas J. Benedetti
Wayne Dumont, Jr.
William Dynan
Matthew Feldman
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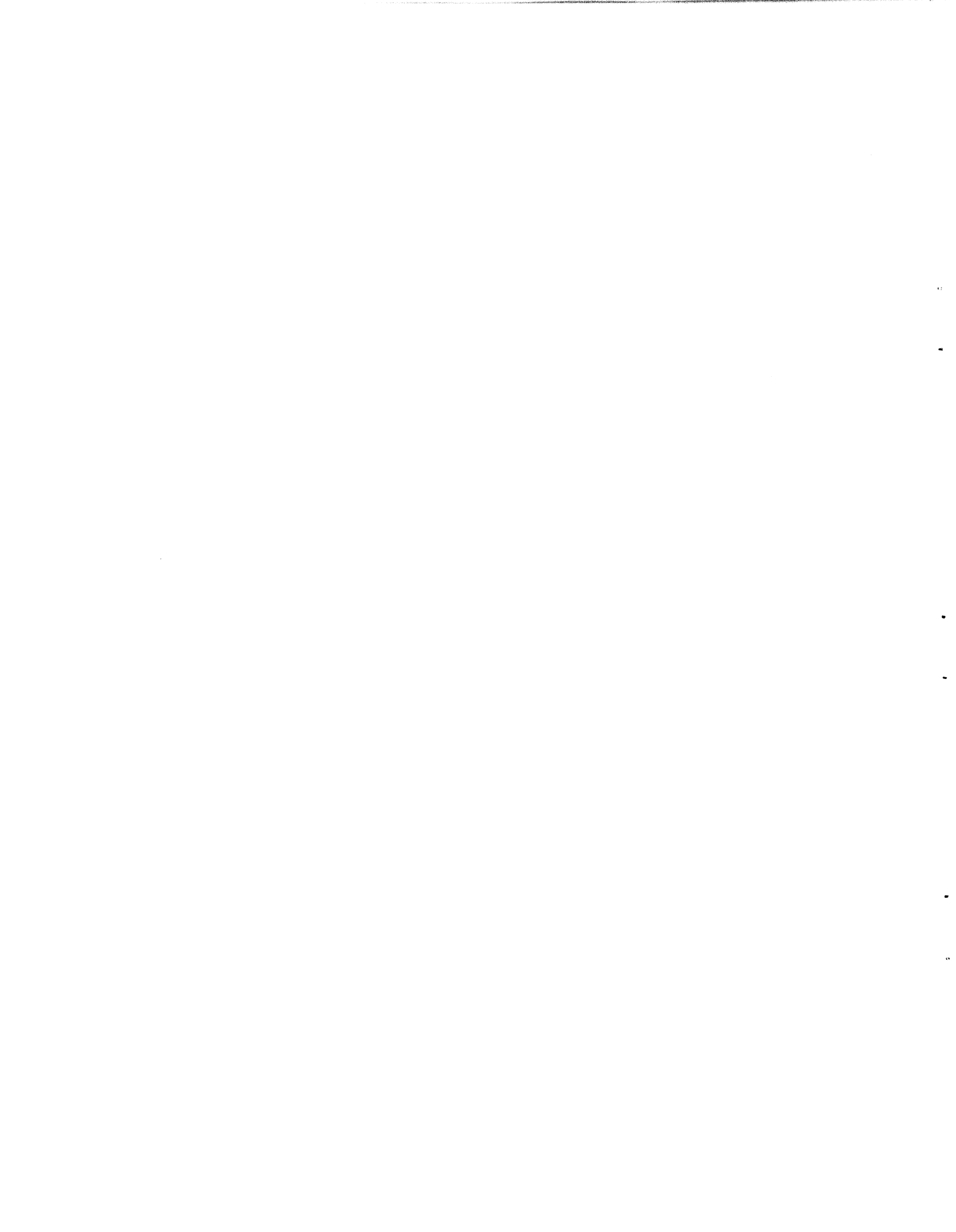
MEMBERS OF STAFF PRESENT:

Deena R. Sadat, Office of Legislative Services
Muriel Vogel, Department of Education
Leo Klagholz, Department of Higher Education

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JOHN V. JOHNSON (Chairman): This hearing will now be called to order. Our first witness will be Dr. Francis A. Romano, Jr., Trenton State College.

D R. F R A N C I S A. R O M A N O, J R.: Mr. Johnson, members of the Commission, I should mention that I did appear before you on June 19, 1979, concerning teacher preparation programs.

In 1975 I did a statewide study in New Jersey regarding educational media and this study was published in the November issue of the Phi Delta Kappa. The study was entitled "Media Competencies for Secondary School Teachers." There is a very brief journalistic abstract that I have before me that I would like to take just a moment and skim through with you because it gives an overview of exactly what the study was about. Also, there is a subsequent study about which I will speak in a few minutes.

The study or the abstract is as follows: "A formal course on educational media is of great importance as a requirement for secondary education students according to a survey of New Jersey Principals and Academicians. Academicians in this study were defined as those people in the various academic departments of Trenton State College who provide service courses for the preparation of secondary education teachers. Moreover the respondents view the three credit introductory media course as the best academic approach for the development of media competencies and perspective teachers. The study was designed to obtain evidence that a course in educational media should be required of all secondary education students at Trenton State College. The lack of such a requirement produces teachers with no experience in the use of educational media."

A questionnaire was sent to 324 New Jersey public secondary school principals and 220 academicians in Trenton State College. The questionnaire required the subjects to rate on a five-point scale seven educational media competencies according to their importance for secondary school teachers. The competencies included knowledge of a wide variety of instructional media, ability to integrate media with subject content, ability to operate common media equipment, and ability to evaluate the effectiveness of media. The respondents, 68% of the principals and 35% of the academicians, returned the questionnaire, and in the questionnaire they were asked to choose, from eight academic approaches, the best approach for the development of the above competencies for secondary school teachers. The eight approaches included an introductory course of varying credit values, integration of media competencies with educational methods courses, specialty courses in field experience, and the development of competencies through self-instructional programs and in-service programs.

The final paragraph here concerns the analysis of the responses which reveal the significant difference between the two groups on three of the seven competencies, but there was no significant difference between the groups on the importance of the competencies. Both groups rated the seven competencies as having great importance for perspective secondary school teachers. In addition, a significant difference existed between the choice of an academic approach for instilling these competencies, although a greater percentage of each group chose the three-credit course as the best academic

approach. The percentage of principals favoring this approach was larger than the percentage of the academicians. The point here is a very simple point. The principals in the State of New Jersey believe that the teachers need better preparation in the field of educational media in order to become more effective communicators within the teaching-learning process.

Now, on page 32 of your preliminary report here I would just like to read briefly this one sentence. "The Commission believes that each teacher should not only be a skilled communicator, but also an educated person, and be an educated person and intellectual leader." Well, there is no question that they are educated people and they are intellectual leaders, but there is a question whether they are skilled communicators within the teaching and learning process.

I would like to turn your attention now to another study which was completed and published in 1977. This study again was a statewide study. The first study to which I referred served as a pilot study for the study about which I am going to speak now. This second study was a study of the preparation of the New Jersey public secondary school teachers in the area of educational media and its effects on the utilization practices and views regarding preparation in the field. Now, this was the study that I spoke with you about on June 19, 1979.

I am not going to belabor the point by reading a great deal to you about that study, because you already have a copy of that study. But, from that study a number of articles were picked up and published in the newspaper. One such article was titled, "Teachers Flunk Out on Media." This was in Salem New Jersey, and another one was in the Toms River Reporter. The point, again, is that here in this study the teachers themselves were polled. The population involved teachers throughout the whole State of New Jersey both in rural districts, urban districts and suburban districts. The population was achieved through a stratified random sampling, and there were 1115 people in this population that were surveyed. I believe there was a 65% return on the questionnaire, and the teachers themselves are out there saying, "We need a course in media." That is what the bottom line is from this study. They are not being prepared in media as effectively as they should be prepared. It is part of institutional autonomy.

At Trenton State College, for example, the elementary education department shows us through its own volition to require a two-credit course in educational media for their elementary education students. The secondary education majors receive training by chance. And, when I say by chance, what I mean by that is through the various courses and through their field experiences. But, they get no structured-formalized education in the utilization of media within the teaching-learning process.

I believe that every teacher that goes in the classroom should be an effective communicator through the use of educational media. One of the problems that we experience is that all too frequently too many teachers teach the way they were taught. Now, there are many good teachers all over the State of New Jersey. But, one problem is there are some teachers who have what I refer to as hardening of the categories. They teach the same thing the same way to different students year in and year out.

If I may illustrate, this is an illustration I give to my students who are juniors at Trenton State College. The typical approach, as an example, is a teacher who is going to introduce a unit on air pressure. And, the teacher says, "All right, boys and girls get out your science books and open to page 54." And, they do that. And, then George begins reading; George reads four paragraphs, and Mary reads three paragraphs and so on and so on. Finally, thirty or forty minutes later the teacher says, "Now, I want you to answer the questions on page 54 and be prepared to discuss them on Wednesday." That teacher has just introduced a unit on air pressure, and those students are so excited and so motivated they can't wait to get home to explain to their parents what they learned about air pressure.

Now, take another teacher, the direct opposite. The teacher says, "Boys and girls, clear your desks, please, we are going to begin studying a unit on air pressure." This teacher is creative and has taken effort and time, has made effort and has taken time to prepare for the introduction of this unit, and part of the introduction of this unit in addition to the utilization of educational media is an experiment. This experiment is the old milk bottle-egg experiment, where the teacher takes an empty milk bottle, and through utilization and participatory involvement on the part of the students gets that egg through air pressure to go down into the bottom of that milk bottle. Now, through a socratic method of teaching and questioning and through the utilization of educational media such as transparencies breaks that concept down and the students leave that class at the end of a period of time motivated to learn more about why that egg got down into the bottom of that bottle. That is communication and that is teaching---

MR. JOHNSON: By your suggestions, and in your thesis as reported by these studies, as well as this illustration that you have given, I get the feeling that you think we need more training in the media program. Can you be more specific or definitive as to what you are proposing, or what are you proposing that is needed in addition to this report or that you feel would speak in fact to this need? Are you specifically suggesting that there be more definitive requirements in terms of media training to be included in this report? I was wondering whether you could be more specific?

DR. ROMANO: Yes, I shall. I was leading up to the specifics.

MR. JOHNSON: I think we hear that thesis.

DR. ROMANO: Fine. My point in terms of specifics now is that, yes, every person who graduates from a teacher training program should have at least two semester hours of credit in the field of educational media, if not three. I think what has to be done is that objectives have to be identified. Exactly what is it you want teachers to be able to do within the teacher learning process as far as educational media is concerned. I think once you identify these competencies, which I will be very happy to help you do, then these competencies would be integrated within this report, so that we know when a student graduates from a teacher training program, that teacher is competent in the handling and operation of equipment, the integration of media within the teaching-learning process, and all the communications skills in that regard.

MR. JOHNSON: Thank you, Dr. Romano. That would be helpful if you could get that to us, those educational objectives in the media competencies

that you feel are necessary. It would also be helpful maybe to supplement again hearing about that report this morning that you alluded to--- It would be helpful to address yourself to the Commission in terms of your further communication as to that report. That would be helpful.

DR. ROMANO: You would like copies of the reports, both studies.

MR. JOHNSON: Right.

DR. ROMANO: I shall do that.

MR. JOHNSON: Again, if you can get for us what you see as educational objectives, that would be helpful.

Are there any further questions? If not, we thank you.

Mr. Philip Kirschner from the New Jersey Association of School Administrators.

P H I L I P K I R S C H N E R: Thank you very much, Mr. Chairman. I am Philip Kirschner. I am the Legislative Counsel for the New Jersey Association of School Administrators, and I have been the staff person working with our committee that has been studying teacher preparation programs and in-service programs for teachers in this State.

The NJASA appreciates this opportunity to share with you our views of some of the recommendations contained in your preliminary report. We appreciate the opportunities to speak with you on the entire process, as we did the last time when we reviewed the first draft to the report. It was quite evident that the Commission studied the comments by the public and made some significant provisions at that time.

In terms of licensing, NJASA supports wholeheartedly the concept that a professional certificate, permanent certificate, should not be earned on the basis of the completion of an undergraduate program alone. We agree with the recommendation that a teacher must successfully complete two years of teaching before being granted a permanent teaching certificate. Actual teaching experience is very important in determining whether a teacher is a competent professional. It permits observation and evaluation of the person in the classroom to determine what he or she needs in the way of improvement.

NJASA also believes that it is necessary for each teacher to continue his or her professional development through a program of continuing education. This does not mean, however, that it is necessary for each teacher to obtain a Master's degree or its equivalent before being awarded a permanent certificate. We believe that teachers should continue their professional development by such programs as coursework at universities, in-service programs offered by the school district, workshops and seminars offered by professional associations, Educational Improvement Centers, and the New Jersey Department of Education. This professional development program should be developed by the school district's administrators and teachers to reflect the local professional improvement needs of the individual and the district.

What we are saying in this section basically is that we really preferred the original version of your point that called for a professional development program as opposed to what appears now that every teacher must get a Master's degree or its equivalent. I think a professional development program is very, very important. There is no question about that. We

like the option and the flexibility and that does not necessarily mean that it has to be all through a Master's degree. It probably would be a significant amount of course work. But, many of our districts feel very strongly that their in-service programs at the district level are geared very much towards their needs, and that there are some programs offered by EIT's professional association that should also play a part in the professional development program.

NJASA does not believe that the acquisition of a Master's degree necessarily improves teacher performance. We can get into a debate somewhat, but our administrators felt that there was no conclusive evidence one way or another that the acquisition of a Master's degree improves teacher competence, and that is what we are seeking to do.

As outlined above, professional---

MR. JOHNSON: Is there any proof that it doesn't improve?

MR. KIRSCHNER: No, as I said, there is no conclusive evidence one way or another in that way.

We might also note that there are other issues prevalent in the issue of whether a Master's degree should be required beyond teacher competency which is the main issue. We ask who is to bear the cost of obtaining the degree. This issue is one of great interest to boards of education and teachers also. Yet, the Commission has failed to deal with it in any way. Also, increases in salaries for teachers will result because of placement on a higher step of the salary guide because of the acquisition of a Master's degree. We believe the Commission should study the economic impact of requiring teaching staff members to obtain a Master's degree or its equivalent. It will have a far-reaching economic impact on districts.

MR. DYNAN: May I speak to the point that you just made about the impact of money?

MR. KIRSCHNER: Of course.

MR. DYNAN: I assume you are speaking of in-service training in districts. Speaking in terms of professional in-service training, in-service training requires that you bring knowledgeable people into a district on a regular basis. This also involves a great deal of expense, and I am wondering how boards of education will relate to the expense of bringing in trained people, not having teachers within a district teach other teachers who are their peers. I wish you would address yourself briefly to that, to the expense of a good in-service training program as opposed to a Master's degree which you seem to think is going to up the salary scale.

MR. JOHNSON: Mr. Kirschner, you may answer that question. I started a bad precedent. I think we should let the person complete their testimony, and I was the first one to interrupt.

MR. KIRSCHNER: I will answer that. We have studied this issue very, very thoroughly. Number one, our primary interest is in teacher competence. Again, that can be done through a good in-service program. But, it is not exclusive. We are not talking about it being an in-service program versus acquisition of college credits towards a Master's. Obviously, most professional development programs are going to be some kind of combination.

It is expensive to offer a good in-service program, but it is much more expensive in terms of costs to the district if all your professional development is done through college or university in terms of a Master's degree. That is because most contracts in this State call for reimbursement of courses taken at the Master's level. They also, at every six credits, some three credits, some nine credits, after the completion of a number of credits, the teaching staff member is entitled to an additional increase in salary because of the completion of those credits. That exists and I can't give you definite figures, but there is a tendency that exists, perhaps, in 80% of the school districts in this State.

MR. DYNAN: May I address that?

MR. JOHNSON: Let him finish his testimony first.

MR. DYNAN: Fine.

MR. KIRSCHNER: On the governance issue, NJASA cannot support the recommendations for changes in the current membership of the State Board of Examiners. We believe the current composition of the board adequately represents all segments of the professional educational community and that the current number of members on the Board is optimum.

NJASA also believes that the New Jersey Department of Education through the Bureau of Teacher Education and Academic Credentials should continue to review the credentials of staff members and exercise its present certification functions. The Bureau has acted efficiently and effectively in performing these duties.

By that I mean that our administrators have been very, very satisfied in the response that they get from the Bureau when someone's credentials need to be checked out in a relatively brief period of time. We have some doubt that if we had to go through a college that kind of responsiveness would be there as quickly as possible. The Bureau is doing a good job in this area and we really don't see any reason to disturb that aspect. It is very, very important. Sometimes these credential decisions must be made very, very quickly and we must know very quickly.

NJASA also believes that the recommendation that all teacher certification programs shall be considered new degree programs and shall require the approval of the State Board of Higher Education as controversial and requires a great deal of thought as to the necessity of such a requirement. We will continue to study this recommendation and its implications.

Again, in our own mind we are not sure whether this type of radical surgery, so to speak, is necessary for a teacher education program that may, yes, need great improvements. Does that mean we should, however, terminate the program, or should we keep the program in existence and improve it? So, we have some concerns in that area. We don't have any definite conclusion, but the option of terminating it as opposed to improving the program is one we would like to see discussed a little bit further.

In terms of undergraduate programs, we cannot agree enough. The New Jersey Association of School Administrators agrees that prospective teachers should complete vigorous admission and retention requirements as outlined in your proposal. The time has never been better, particularly with

declining enrollment and fewer teaching positions being made available to really selectively choose those students that will be our future teachers. The opportunity is just there to be grasped right now in terms of tightening up admissions and retention requirements - so that those who go out into the field are adequately prepared and have done a good job in school.

Course work and field experience requirements should be sufficient, as outlined in the report, to insure adequate theoretical and practical training prior to employment. The preliminary report recommends a substantial number of semester hours of field experience, student teaching, general education courses, non-education courses and behavioral science, and we wholeheartedly support all those requirements. Our only concern is that there may be some problems and we will have to work with you in locating the field placements for all the students in the specific geographic area. By that, let's say, at Glassboro, for example, for all the students in the immediate Gloucester County area and Camden County area to locate field placements and they may have to perhaps encroach on another college's geographic area, like Trenton State or Stockton State or something like that. That is more of a logistical problem, but it may present some problem that we will have to work out in locating field placements for all these students. We do not want a situation like in some other universities where if there is not an adequate number that the college can place, the college tells the student, well, you go out and find your field placements. We only have so many here. You go out and find someone. It has to be coordinated through the colleges and the school districts in this State so that the student doesn't really have to do that. There is a place for every student and a need for every student in the field placements.

Also, while NJASA supports the field experience of student teaching recommendations of the report, we cannot endorse the recommendations that the final responsibility for the selection of supervisory teachers rests with the college. The responsibility of supervision of staff rests most appropriately with the local school district. The district must be able to assign duties to staff according to its needs. A district cannot in good conscience permit offsite college personnel to select the school staff which will supervise the college students. The district is ultimately responsible for the education of children in that district and it must have the freedom to select the people who will supervise the student teachers. We feel very, very strongly about that. There is no dissent at all in that feeling, that the local district, board and the administrators, must be the ones to select the supervisory teachers. We cannot delegate that responsibility to the colleges, because we feel that in good conscience those children being the district's responsibility and not the college's responsibility that the district has to select the supervisory teacher.

The preliminary report made many recommendations. NJASA has responded to some of the most significant ones in the time we had. We will continue to study through our committee the many issues concerning teacher preparation. We stand ready to work with the Commission on any of these issues.

I would now be happy to answer any questions that the Commission members may have. Thank you very much.

MR. JOHNSON: Thank you, Mr. Kirschner. I will let Mr. Dynan continue his questioning.

MR. DYNAN: I think I made my other point, but on the discussion of supervisory teachers, are you talking about college supervisors or training teachers?

MR. KIRSCHNER: We are talking about once the teachers get into the districts as training teachers.

MR. DYNAN: I don't think I am clear on that. When you say that the local districts should have the prerogative of selecting the supervisory teachers, are you talking about the training teachers who are going to work with student teachers in that district?

MR. KIRSCHNER: Yes.

MR. JOHNSON: Are there any other questions?

ASSEMBLYMAN RAND: Mr. Chairman, on page two, you made a statement where you asked who was to bear the cost of obtaining the degree. Are you really insinuating that the furtherance of one's professional stature or individuality shouldn't bear a cost to that individual? It is done in every other profession, medicine, dentistry, medical profession. Would you expect that the State would pay for it, or the local school board would pay for it? I can understand the in-service training, but when you say who is going to pay the cost of obtaining the degree, I would assume that individual is doing to pay for it in his furtherance of certainly obtaining a greater salary increase and furthering his own professional standing.

MR. KIRSCHNER: That is precisely the problem. You and I may assume that the individual should bear that cost. The individual teacher, I would assume, through negotiations would not make that assumption, but I would hope that the school district would bear the cost of that, as is the case now in many, many districts.

DR. HOLLANDER: Some.

MR. KIRSCHNER: In the great majority. We can get figures on that, but in the great majority of the districts it is the school district that would pick up the cost, tuition reimbursement for---

ASSEMBLYMAN RAND: But, it becomes a negotiated item.

MR. KIRSCHNER: It can become a negotiated item. And, it obviously will become a very, very important item, much more important item should the recommendations for this report come to pass.

MR. DYNAN: I think you have clarified your point.

DR. HOLLANDER: Do administrators require a Master's degree or the equivalent for the administrator's license?

MR. KIRSCHNER: Yes, there is a requirement for the Master's in Administration, yes.

DR. HOLLANDER: Do you think that work is useful to the administrator or should the minimum requirement be a baccalaureate?

MR. KIRSCHNER: It is certainly useful for an administrator to get an M. A. in Educational Administration.

DR. HOLLANDER: But, do you think the teacher's responsibility is less than that of the administrator?

MR. KIRSCHNER: Your line of questioning is very good. (Laughter)

DR. HOLLANDER: Thank you. There is more to come.

MR. KIRSCHNER: I don't think you can make that comparison. Again, we are not saying that a Master's degree is not useful. We do not say that at all. We are just saying that the way the preliminary report reads, there does not appear, as in the earlier report, the option to combine course credits with in-service programs and other types of training. In all probability, even in a professional development program, as we recommend, the bulk of that would probably be through course work. A district can only give so many in-service programs - because of economic factors and personnel - even those who have a great commitment toward it.

We just want somehow to retain that flexibility. And, an absolute requirement of a Master's degree or its equivalent disturbs us again precisely as Mr. Johnson and I were talking about. There is no conclusive evidence one way or the other.

DR. HOLLANDER: Is that the case in this report that there is an absolute requirement? Or, does the report provide an option for the teachers to seek advanced work in other than a college degree program and then receive recognition for the competence that is acquired through that outside work? In fact, it may not even require course work at all. It may simply require a program of independent study or self-study which the teacher can then take to a credentialing group and have recognized. That is done in many fields outside of teacher education.

I don't understand where you draw the conclusion that it is an absolute requirement in this report.

MR. JOHNSON: Dr. Hollander, you speak well to that. I was wondering, too, where you come up with that conclusion.

MR. KIRSCHNER: In reviewing your report, we noticed the option of an equivalent or an external program degree. Our feeling is that is not really for most teaching staff members a practical alternative, that in our view, for all intents and purposes, for the vast overwhelming majority of teachers that equivalency route, or external degree type program route is not a viable option. The option that is viable in the context of the report is a Master's degree.

MR. JOHNSON: Could you speak to that a little more. Why is it not a viable option in your view?

MR. KIRSCHNER: Well, in your report, there is must a mere mention, really, of the equivalency type meeting of the programs. If today you are saying that it is much more open than we in our studies seem to think it is, we will welcome that very much. Then we have no disagreement whatsoever. It just appears to us that from reading the report that does not come through very clearly. If in fact that option exists, fine, then we agree with you totally. It is just our reading of the report does not tell us that that flexibility is there. Perhaps it is your intent that it be there, and it is not clear enough to people who have studied it at some length. Perhaps all you need then is a reworking or rewording of what you have to more clearly state your intent. If so, again, we don't have any disagreement at all. But, our review of it seemed pretty clear that the reading required a

Master's degree or its equivalent, and the equivalent would not be something that would be easy to obtain. It is not something that the powers that be, so to speak, would look kindly on, that the equivalent was in a rare or exceptional circumstance, and not in the run-of-the-mill circumstance.

DR. HOLLANDER: Mr. Chairman, as one who is concerned about degrees and colleges, let me assure you that it was at least my intent in commenting on the draft as it was in preparation to define in that section called the "New Post Graduate Program," the competencies that would need to be covered by a program and to provide an object of mechanism in determining whether students achieve those competencies however they achieve them, and in fact the very presence of such a credentialing possibility opens up the opportunity for school districts, NJEA, other kinds of groups, to offer programs of study which help to meet that competency, and the teacher can then, I guess through Thomas Edison College, or some other national or credentialing arrangement receive credit towards that competency requirement.

Now, Mr. Chairman, please correct me if I am wrong, but I thought that was the understanding of the Commission.

MR. JOHNSON: Right. I have no questions.

MR. DYNAN: It seems to me there is an inconsistency in your philosophy where you say an administrator is greater improved by the addition of a Master's degree where a teacher isn't.

Assuming that your greatest objection to the requirement of a Master's degree for a teacher would be cost, putting the cost aside---

MR. KIRSCHNER: It is not.

MR. DYNAN: That is the assumption I got from your original statement, that a Master's degree for teachers was going to cause the Board of Education to pay greater money because the teacher would be higher on the salary scale. Am I assuming wrong?

MR. KIRSCHNER: That was one concern that was certainly noted. The other concern, though--- Again, that is an issue that we may clarify in the report was to give the districts the option that in-service courses and other association or EIC workshop courses count towards a Master's, the credit towards professional development. Our main goal is teacher competence and the improvement of that.

MR. DYNAN: May I ask you a specific question. Why do you feel, or do you feel, it is necessary that an administrator have a Master's degree to hold his position, whereas the teacher doesn't need one?

MR. KIRSCHNER: Well, in terms of educational administration we would agree with that up to a point. We would not agree, for instance, that a superintendent of schools needs a doctorate. It is more a level of degree than anything else. We can see where it would be very, very valuable for a principal to have a Master's degree in terms of educational administration. Because he is going from teaching into administration, or she is going from teaching to administration, perhaps, as a completely different field. We don't subscribe to the theory that just because one is a good teacher that means that one will be a good administrator.

Very candidly often the assumption of many school districts has been that if so and so is a good teacher he will make a wonderful administrator.

That is not true. It is really like the Peter principle - so and so was a wonderful teacher but in fact a lousy administrator. And, the opposite is true too. There are some very good administrators who were not really great teachers. Their nitch is more in administration.

It is really studying two different things. Again, it is not one vis-a-vis the other. It is not a Master's degree against in-service or another kind of program. We are just talking about a combination, okay. That is not what we are saying at all, that the Master's degree is not helpful or necessary. Just, given the other options, and given the cost, the two combine, so that in an analysis, the trade-off, we don't think, requires a Master's degree for every single teaching staff member.

MR. JOHNSON: I think your point is well made. Are there any other questions of Mr. Kirschner?

Thank you very much. Now I would like to see the Vice-President of the New Jersey School Board Association, Ms. Fortoloczki.

P E R I N A F O R T O L O C Z K I: Mr. Chairman, members of the Commission, good morning. I am Perina Fortoloczki, Vice President of Resolutions of New Jersey School Boards Association, which represents 611 school boards and more than 5000 school board members of New Jersey. With me is Dennis Crowley, a member of the NJSBA staff. On behalf of the school boards, let me express our appreciation for the opportunity to meet with you and discuss our concerns regarding teacher preparation. We commend you for taking on this complex task of charting this important direction in the future of education.

Before we discuss the report, however, I might say that we are pleased to note that the Governor signed Assembly Bill 3628, from the last term, which extended the life of the Commission and increased its membership. We are concerned, however, that the new positions on the Commission remain unfilled, thus depriving you of the valuable input from other areas of the educational community and particularly school board members.

Your preliminary report is an ambitious and generally promising attempt to correct the real and serious flaws in the way we train our teachers. Those flaws are most apparent in the present teacher preparation programs and in the area of licensing and certification. The measures which you suggest in those two areas go a long way to shoring up the weaknesses. However, we must take exception to the third major area of recommendation--the evaluation of teacher training programs--as being excessively bureaucratic and threatening to the more promising changes that you have suggested.

Let me take a moment to discuss in more detail some of the particularly promising areas of your proposal and some areas which we feel need further work.

Regarding the preparation programs for teachers, the suggested program for teacher training on the undergraduate level is a practical blend of experience and theory and promises to be far more constructive than the current mode. A variety of placements throughout the careers of teacher candidates will provide the basis for realistic judgements concerning their desire and ability to teach. We are encouraged to see that your report stresses the variety of school settings ranging from urban to suburban and that a student teacher may more clearly understand the true nature and variations of the classroom. We also suggest that your report take one step further in this area by recommending that all teacher candidates receive training in identifying and dealing with exceptional children. With increased awareness of the needs and characteristics of special children and with the current emphasis on mainstreaming, it becomes more critical than ever that all teachers be prepared to make the classroom experience as rewarding as possible for the child.

Your recommendations for professional certification do provide the options of either a formal academic program or the more flexible alternative degree program. The heavy emphasis, however, is clearly upon classroom training over relevant field experience. The practicing teacher would be better served by a certification program more squarely centered on the real and present needs of both teacher and of the educational programs of the school in which he or she is teaching.

While we understand that the placement of student teachers and the selection of local personnel are critical, we must disagree with your recommendations regarding the responsibility for that selection. Several of the recommendations leave a clear impression that the public schools are merely extension laboratories of the teacher training institutions. By placing the responsibility for staff selection in the hands of college teachers, your recommendation would unduly restrict the operation of the local district. The selection of a "cooperating teacher" ought to remain

within the authority of the district to insure a minimal disruption of the overall program.

The recommendations regarding college personnel also give us concern. Your report cites four areas of practice in teacher education that need major upgrading. In the area of practical experience, you indicate the clear and high priority of extensive and supervised practice prior to certification. Yet, your recommendation regarding the qualifications of college faculty does little but reaffirm the status quo. Some previous experience in a school within a ten year period and the suggestion that supervisors should be certified in their field did not appear to meet the high priority given to the practical experience of the student teacher.

Regarding certification and licensure, we are most pleased to see that the concept of two level certification has weathered what must have been a period of extended and heated discussion. You are to be commended for holding your ground in moving New Jersey away from the archaic and senseless practice of granting a single lifetime certificate.

As in previous testimonies, the NJSBA continues to support the concept of an initial certificate followed by a series of professional certificates. We must, however, continue to suggest that the logic used in eliminating the lifetime certificate is also applicable to your present recommendation on the professional certificate.

We feel that continued professionalism can be insured best by a system of periodic recertification. We continue to suggest a five-year certificate renewable upon evidence of professional growth. Such a system should a teacher to pursue an individualized program of continuing professional development. Your current recommendation on permanent certificates seems to be unduly restrictive in this respect. A Master degree program should be only one of many options for professional growth--inservice programs; related graduate and, in some limited and special circumstances, undergraduate credits; as well as equivalent experiences related to professional responsibility all hold potential value for the professional teacher. A year of employment as a computer programmer could be of significant value to the professional growth of a math teacher, as could a year of service as a legislative aide to a teacher of social studies.

The broad view of professional development which characterized your initial recommendations seems to have been replaced by the more easily administered accumulation of bulk credits. Practical field experiences have given way to the groves of academia.

Aside from the fact that that an academic MA program may well be long on theory and short on practical help for the professional teacher, we must point out that given the status of collective bargaining agreements and current employment practices, the financial impact of your suggested two-tiered certification could be serious.

Specifically, for a teacher working under an initial certificate, gaining a professional certificate would mean taking graduate credits. That teacher, in all likelihood, will work under a contract with tuition reimbursements and salary columns based upon credits.

NJSBA feels that the essential need in teacher preparation revisions is to provide more competent and more professional teachers. In recognizing this, boards of education have provided these contractual benefits. However, when teachers must obtain a masters degree to maintain their certification, the cost of that masters degree may be borne by that local board and that masters degree will place the employee

on a higher salary column.

While we recognize that increasing the certification requirements will effectively improve the skills of professional teachers, we also feel that districts cannot and must not bear these costs alone. In fact, your recommendation should provide for a financial relief under the new certification system. The exclusions of new costs for certification from a district's budget cap or additional financial aid from the state to support the upgrading of the skills of districts are but two ways of providing that financial relief.

Regarding governance, in the third general area of your recommendations, the Governance Structure, your recommendations are constructive to a point. We support the restructuring of the Board of Examiners. We are pleased to see a local board of education member added to the board, but that representation is still proportionately small.

Since boards of education are the prime consumers of the teacher preparation industry, we recommend that three local board members be added to the group, each from a different kind of district, to provide a broad based input. In addition, by providing increased input from the public, from higher education, from administrators to classroom teachers, you have provided the Board of Examiners with a better cross-section of interested parties.

We feel, however, that the creation of a new body--The Advisory Council on Teacher Education--is unnecessary. We understand your concern for the articulation among the various interest groups within the teacher preparation field. However, we question whether the problems which arise in this context stem from a system of governance or from the way the system of governance is applied.

The State Board of Education, the Commissioner, and the Board of Higher Education already have clear responsibilities and roles. Further, it is already an intrinsic function of the Board of Examiners to review and evaluate teacher training programs in relation to certification requirements. With changes you have proposed in the State Board of Examiners, and with a more concerted effort by the Department of Education, you may well solve the problems of articulation without creating yet another layer of bureaucracy in the form of the Advisory Council on Teacher Preparation.

In this context, it is sensible that teacher preparation programs, graduate and undergraduate, be systematically revised and approved by the Board of Education. But, to do more before the effects of these measures are evaluated will simply confuse the search for improvement.

In summary, we suggest that further modifications are needed to assure greater relevance on the part of teacher educators, a more practical program of graduate study and a resolution of the financial problems surrounding the professional certificate.

We can endorse the proposed revisions of teacher preparation curricula, the revision of the Board of Examiners, and a two-tiered certification structure with a renewable professional certificate.

These three changes hold the clearest potential for strengthening the preparation of teachers in New Jersey. Thank you.

MR. JOHNSON: Thank you very much. Are there any questions from members of the Commission? (No response) Ms. Fulton and Dr. Armiger?

E D I T H E F U L T O N: My name is Edithe Fulton. I am a classroom teacher in Lakehurst, New Jersey, and I am also serving as vice president of the New Jersey Education Association. I am here today to share with you NJEA's views of the Preliminary Draft that reached us late last spring.

I want to commend the members of the Commission for the work you have done to produce the Preliminary Draft. You have obviously worked long and hard. At NJEA, we think there is much in it that, if adopted, will be good for New Jersey's colleges and, subsequently, for the students of our public schools.

Naturally enough, we judge the value of your recommendations by matching them against our own objectives. Let me start, therefore, by outlining NJEA's goals in the education of teachers. They can easily be summarized as follows:

We want entrance criteria that screen out the unqualified, the poor student, and the mediocre while permitting diversity - not homogeneity - among students.

We want future teachers liberally educated in general, but also well prepared in their academic speciality or area of certification.

We want teacher-preparation programs to include considerable practical experience in actual schools and classrooms in a variety of settings.

We want graduation safeguards that give teaching credentials only to students who meet all standards and expectations of the college's teacher preparation department. Teaching certification should be granted only on the basis of searching and comprehensive evaluation and not on the narrow basis of a terminal standardized examination.

We want programs that produce graduates who can step into the classroom and begin careers as productive teachers.

We want these graduates to receive full and regular teaching certification.

The tenor of your report indicates to me that you share these goals. Many of the proposals in the Preliminary Draft, in our view, help to achieve them. Those that do, the NJEA can strongly endorse.

I have told you what the NJEA wants in teacher education. But before I proceed, I think it would also be useful for me to tell you what the NJEA does not want.

We do not want the beginning teacher to enter the classroom with less than full certification. The first-year teacher's job is difficult enough without the added burden of appearing to be an intern, apprentice, or cadet being given a tryout on a temporary license. We fear that parents and students alike would react unfavorably to such a situation. The NJEA believes that we can and should make substantive changes in teacher preparation, but once the training is completed, the individual should be fully certified. Every pupil in New Jersey has the right to be taught by a fully certified teacher, not someone labeled as partially prepared.

We do not want new devices invented for separating good teachers from their jobs. The opportunity already exists for every school district to weed out those beginners who do not meet the standards of the system. Those who are grossly inadequate get 60 days notice. Those who miss the mark only slightly are given notice at the end of their first, second, or third year. Generally speaking, there is no shortage of trained, fully certified replacements.

This procedure gives every school district the opportunity to build a balanced and capable faculty. The only fault we see in the procedure is that, for whatever reason, notice is sometimes given to promising young teachers when the students and the system would benefit from their continued presence. At the

NJEA, we have a file of reports on such lapses and countless clippings from newspapers covering boisterous school board meetings at which parents demand that such teachers not be terminated from their jobs. Losing a job is traumatic enough. Why should a certifiably-prepared teacher also lose the license to teach anywhere else?

We do not want the beginning teachers burdened with the requirement that they must earn further college credits in the crucial first years of their career. It is true that many beginning teachers need on-the-job help, advice, and support. This does not mean, however, that they would necessarily benefit from driving many miles, paying tuition, and spending further hours sitting in a theory-oriented classroom. The best help for beginning teachers is practical advice from colleagues in their own system and in their own school who know the community, the students, and the ropes. Many beginning teachers work so long and hard to survive professionally that requiring them to attend college classes would much more likely be detrimental to their careers than helpful. Teachers should be able to proceed with their advance studies at the pace that they determine according to their own needs.

I will give you an example. When I first started teaching - and many of us who came in in the middle '60's on provisional certification came from different disciplines, from Liberal Arts degrees, from Bachelors of Science, from any area you might name - we had to go through our certification to get New Jersey final certification because we did not go through the teacher preparation schools. However, at that point in time, going through that process, it was much too early for me in my teaching career, although I was a mother of three children and in my early 30's, to choose what Master field I would like to pursue. I doubt if I came to that conclusion much before five, six or seven years of teaching. In the second place, there was nothing available to me that I didn't have to drive two hours to get to. We brought in several programs in the county and the only choice I had was either in guidance or in supervision and administration. And, all too often, we give Masters programs that take teachers out of the classroom; and there is really no reward for keeping good teachers in the classroom, including offering a program that might help them grow in their particular field of endeavor, while still wanting to stay in the classroom.

I understand, at the college level, having tried to get several programs in the area, that college professors are more or less penalized for teaching off campus. That is why some of the programs we have tried to put together across the State through our county organizations have not worked, because professors say, "If I go off campus, it counts as one of my times of teaching and, therefore, I would rather do it on campus because I make out better financially to do that."

We also fear that some of the proposals in your Preliminary Draft would contribute to problems that already exist in these areas. So, while we are happy to endorse many of the proposals we consider constructive, we must also object to recommendations that we consider controversial or counter-productive. Those of your recommendations that would make the beginning teacher's professional life more difficult, that would undermine his or her already shaky job security, and those that would create drastic and unnecessary changes in licensure, we must oppose.

This is the Commission to Study Teacher Preparation Programs in New Jersey. It is in this area assigned to you by the Legislature - teacher preparation -

that your proposals are generally useful and constructive.

However, the Commission has also studied matters outside the scope of its mandate, such as teacher certification. I regret to inform you that, in our opinion, your proposals in this area will not be as well received and, indeed, may be viewed as harmful to the ultimate goal that we all seek for our public schools: the best possible teacher providing the best possible education.

As with any study of a complex matter, this Commission has the power to make recommendations that will be constructive and helpful to the educational quality of our public schools, but it also has the power to make recommendations that will not be helpful. And I urge you to take special care that the ones you finally publish are all constructive.

If you could remove some of those controversial recommendations, what would remain is a blueprint for the improvement of teacher preparation that would attract wide support. In other words, a simple editing job could turn the Preliminary Draft into a document that the entire educational community could generally accept and endorse to bring about the changes in teacher preparation that we all agree are needed.

We understand that others are already suggesting this very thing and that the draft may be slimmed down into a document that contains only the constructive recommendations, with the unworkable and punitive proposals deleted. If this were done, your final report would stand a better chance of being promptly enacted, producing reforms that would benefit the schools, rather than stirring opposition or debate that could delay or kill enactment. Your good work deserves a better fate.

Let me deal with two general suggestions that we have for improvements in your final report. One is to reconsider your proposals for the creation of new advisory councils and standing commissions. In our opinion, these proposals will raise in the minds of legislators the specter of increased red tape, needless paperwork, additions to the State payroll, and the bureaucratic empire-building that we have seen go on before. In our opinion, the proposals for the new State boards would endanger implementation of the proposals that reflect the real mission of this project - improvement of teacher preparation - and, indeed, could actually reduce chances of legislative action on your final report.

The other section we would ask the Commission to clarify is the part dealing with the course content of undergraduate teacher preparation. The preliminary draft could be more specific about the number of credit hours it assigns to different requirements and at what level these requirements apply. Bearing in mind that the number of credit hours generally required for graduation is 120, we suggest that, in your final report, you clearly specify how many credit hours are being recommended and where, so that the reader can see exactly what you are proposing and in what years each of the requirements would occur.

There are many other comments I could make. However, I will limit myself to just one more. The draft contains at least one well-intentioned suggestion that, in practice, we don't think would be beneficial to schools and students. In recommending that future teachers devote 30 credit hours to a "major non-education discipline," the Preliminary Draft suggests that for "elementary and other education candidates . . . an emphasis in social sciences would be particularly appropriate."

I don't happen to agree with that, having taught with many people that

came from different disciplines and have used each one of those to the betterment of their teaching in their classrooms. I, myself, was a Speech and Drama major with a minor in English - a music student all my life. I came into teaching and found something I really loved to do. However, my discipline today stands me in good stead, because I am competing with TV and it really helps me in producing what I feel are quality students. Yet I have a friend down the hall who was a lab technician with a Bachelor of Science, and another young man who came in from the business world. And I think better teachers, I have never seen.

Undoubtedly, it would be beneficial for some teachers to choose the social sciences, but it certainly is not beneficial for all. One definition of a school faculty is that it be balanced. Balance means more than the size, shape, gender, age, and race of the teachers.

It also applies to their academic background and training. A balanced faculty should have teachers who have expertise in science, math, literature, languages, and many other matters, as well as in the social sciences.

Again, I would like to congratulate the members of this Commission on your work and thank you for the opportunity to make known the views of New Jersey's organized teachers.

In conclusion, I would remind the Commission that the term "teacher preparation" refers to the years of undergraduate education that future teachers receive in the college of their choice. I strongly urge that the Commission limit its recommendations to this subject and not consider the proposals gratuitously made in other areas.

Generally, the recommendations for improving undergraduate teacher education are proposals that we all could support as members of the education community. We could work together to persuade the State to enact and implement them. This would do a service for the public schools of New Jersey.

If, on the other hand, the Commission goes beyond the mandate set by the Legislature and makes the other recommendations, the possibility exists that the New Jersey educational community would divide rather than unite, fight against rather than for, and make the Commission's work, and the Commission itself, a matter of controversy.

Your work has been generally useful and very constructive. It deserves a better fate. I suggest we work together and get the job done right.

Thank you very much.

MR. JOHNSON: Thank you, Mrs. Fulton. Are there any questions to Mrs. Fulton at this time?

DR. HOLLANDER: Mrs. Fulton, if I recall correctly, the NJEA endorsed the concept of a 5-year baccalaureate. Is that correct?

MS. FULTON: We had it among our discussions.

DR. HOLLANDER: It is not the position of NJEA for a five-year baccalaureate?

MS. FULTON: Well, I will tell you, we feel if that is the best choice - we had heard of Glassboro that has a five-year program, in which they screen students quite heavily to get into that program - and if it turns out that a five-year program is what we feel teachers need - and that would not only be our decision, but the Commission should have taken that into consideration and the colleges themselves --- if it takes five years to train a teacher, then I say let it be in five years. But that teacher should come out fully certified with a license to teach.

DR. HOLLANDER: I guess what I am trying to identify is the nature of your objection. Your objection is not so much the degree the teacher gets or

the content of the curricula, although you might argue about some emphases, and I think we all could - honest people could disagree. But, generally, the Commission and you agree that the theoretical or classroom preparation, as distinguished from on-the-job apprenticeship or internship, does require five years of course work. Is that a fair conclusion.

MS. FULTON: I don't know. Mary Lou, do you want to speak?

MARY LOU ARMINGER: We are opposed to a Master's degree, so we do have opposition to the degree requirement. We feel in the undergraduate program that the Commission needs to more clearly identify how many credit hours are required to complete the job. We feel that in your present report there are some inconsistencies.

If you tally up the number of credit hours in your report, you come to over 120 hours. One hundred and twenty hours, if I am correct, Chancellor ---

DR. HOLLANDER: You are correct.

DR. ARMINGER: --- is the normal requirement for completion of a Bachelor's degree. So, if you, indeed, are requiring more than 120 hours, then you are requiring more than a normal Bachelor's degree. We feel, if that is your intent, that that should be clearly stated. One shouldn't have to read up and tally the number of credit hours in order to determine ---

DR. HOLLANDER: That is not the case. The undergraduate curriculum that is proposed is in my judgment a 120-hour curriculum. But the materials that are covered beyond that - that is, the professional competency materials - you would, I think, if one were to design a curriculum, argue that that should be at the undergraduate level. Is that a fair conclusion? That is, you don't object to the inclusion of those competencies as the fundamental educational requirement?

DR. ARMINGER: We don't object to those competencies at all, with the possible exception of the point that Edythe was bringing out ---

DR. HOLLANDER: I thought that that was a very good point.

DR. ARMINGER: --- that behavioral sciences may not be the best for every student.

DR. HOLLANDER: Could I ask a second question?

MR. JOHNSON: Let me follow up on that question. Do you believe that it takes more than 120 hours? I hear your thesis of the need when they enter that classroom to have that permanent license. Do you believe it takes more, the NJEA's position, than 120 hours to be adequately prepared to enter the classroom?

DR. ARMINGER: We would want that to be studied by the college professors, themselves, as well as the teachers.

MR. JOHNSON: Has the NJEA studied that though and where are they on that position?

DR. ARMINGER: Our feeling is that the current programs and the current certification are adequate. We would have to be convinced otherwise. The report does not convince otherwise.

MR. JOHNSON: Dr. Hollander.

DR. HOLLANDER: I wonder how you could reconcile your concern for the inclusion of the Master's degree as a requirement for a teacher's license with the fact that you support, as I believe you do, that teachers ought to be paid additional moneys because there is value from the Master's degree in their teaching

performance?

MS. FULTON: Well, the Master's degree on a guide came about, I think, through the process of negotiations. We had a board at one time that said, "Well, go across the guide if you want more money." Then, of course, we negotiated reimbursement of tuition. It is not worth it to me to go across the guide for six or nine hundred dollars. If I am going to get a Master's degree, it is not going to be for the money.

DR. HOLLANDER: Oh, I assume that.

MS. FULTON: I am going to go because it is a need that I perceive and I think that is why most people do it. However, I don't think anybody is ready to decide on that course of action their first year out of school.

DR. HOLLANDER: So it is the time that now concerns you?

MS. FULTON: Maybe some people should never go. That's a personal choice.

DR. ARMINGER: Our feeling is also that there should be other mechanisms of reward for the classroom teacher. You hear teachers saying over and over again, the most important thing for them is to meet with another teacher. Yet, there is nothing in the reward system which gives compensation for that. In fact, most school boards don't even allow such interaction. It is impossible within the schedule of the teacher, the teacher's day.

So what you are seeing is, just as in any other profession, a professional will learn most from another professional. And there is no reward system for that. It is not that there shouldn't be a reward system for the Master's degree; it is more that there should be a reward system for other kinds of professional development.

DR. HOLLANDER: May I ask one more question?

MR. JOHNSON: Yes.

DR. HOLLANDER: You intimated, or implied, I guess, that the NJEA will oppose some sections of this report as punitive. I wonder if you could be explicit as to which sections you consider punitive?

MS. FULTON: Well, one section that I feel is punitive is in actuality asking young teachers to be on trial, in addition to ---

DR. HOLLANDER: The two-tier approach.

MS. FULTON: Yes. Asking them to go in as not a fully licensed teacher is a very cruel thing to do to a young teacher.

DR. HOLLANDER: I am trying to identify what one needs to change to get NJEA support.

MR. JOHNSON: The only question I have though is: Be more specific. What is cruel about asking a person to go in not fully licensed?

MS. FULTON: Have you ever been a non-tenured teacher, Jack?

MR. JOHNSON: No, I have not been a non-tenured teacher. But in my profession, I go through two phases of license.

MS. FULTON: Well, you know, you work with such a system of ---

MR. JOHNSON: But if the system changes and the system says, in fact, that this is the process by which you are going to do that, I don't understand ---

MS. FULTON: You are asking school boards, or at least you did - maybe you are going under a new concept - to hire people on the first step of a guide, pay them what any fully-certified teacher would be making the first year of their career. Then you are saying that they are not quite adequate. I don't know what

parent wouldn't rather have Johnnie in the class where the teacher has two, three or five years' experience as opposed to someone who comes in partially prepared.

MR. JOHNSON: I think in any profession, we are all partially prepared and, as we go along in that profession, we continue to learn in that process. We continue to grow. You used the word "growth" before.

MS. FULTON: But your license isn't taken away. We have talked to many people who get licenses to do different things. They can go down to the town hall and renew it every year without fail.

MR. JOHNSON: Then we go back to the issue: Is four years enough then to prepare adequately for a teacher to be fully certified?

MS. FULTON: When I testified previously before the Commission, I had mentioned conversations I had had with professors who were supervising teachers in several of the State Colleges. Their concern was that they found some students inadequate - the cooperating teachers found some students inadequate. Yet, the students said, "The heck with you. There is nothing in this works that says I can't continue to get my degree and the placement service as always said they were going to send my name out." That is something the colleges would have to look into.

DR. HOLLANDER: Faculty are always free to fail students who don't meet their standards.

MS. FULTON: That may be. Then, another person on the Commission said that they received a letter from a teacher saying, "Why didn't you tell us it was going to be like this?" Obviously, there was something that wasn't being done. My student teacher and student teachers in our school say the best experience they ever had was when they actually stepped into that classroom with a cooperating teacher and got the practical experience. Maybe that should be expanded. I am not here to do your job of suggesting what that should be, but just suggest some avenues you might pursue.

MR. JOHNSON: Mr. Dynan, do you have a question?

MR. DYNAN: You made a comment before that you had spoken to teachers who said the best way for them to improve --- I assume you are talking about in-service training or post Bachelor's degree training. You made a comment that you have spoken to many teachers who said that the way they want to improve themselves is by speaking to other teachers. On the other hand, in the field, I have met many teachers who say just the opposite. They don't want to be taught by the teacher that is next door to them. They want to be taught by a professional person ---

MS. FULTON: --- who has never been in a classroom.

MR. DYNAN: --- a person who is in the field. I didn't say that. You are putting words in my mouth.

MS. FULTON: But that is what we are getting.

MR. DYNAN: Excuse me. May I finish?

MS. FULTON: I'm sorry.

MR. DYNAN: I think you have to clarify your statement when you say that teachers prefer to learn from talking to their fellow teachers. I would take exception to that statement. I don't think it is necessarily true.

MS. FULTON: Well, I don't think I said every and all.

MR. DYNAN: Would you say that would replace a good in-service training program with professional people being brought in from outside at some expense.

MS. FULTON: You talk about experts. I happen to feel I am an expert in my field, whether or not my teachers want to listen to me teach them. I still say that when the in-service and the professional development are planned by the teachers, with teacher involvement, if that is what that district chooses to do and if that is the feeling of the district that they would rather have a paid consultant come in on some particular area, fine. And, if there are people available within your own town, within your own county, that could come in and do a program, fine.

The thing is, most of the in-service I have had has been foisted upon me. After putting in recommendations, they had not been considered until this year when things have changed in my district. But until this year, everything we had was foisted upon us and it was useless.

MR. DYNAN: Which would be the philosophy of the NJEA, that it is better to have in-service training by talking to the teacher next door or by bringing in professional people on a professional basis?

MS. FULTON: I think the parameters should be left open to all kinds of professional development in in-service, as determined by either individual school districts or on a countywide basis. Whatever the need is, that should be met.

MR. JOHNSON: Dr. Armiger, did you have additional testimony?

DR. ARMINGER: Yes. I would like to go back to the question that I believe you raised, Jack - no, I think the Chancellor raised it - and that is: What are our main objections?

There are three objections that we have. We feel that these items would be punitive. One is removal of the regular permanent certificate upon completion of the teacher preparation program. We believe that is punitive. We believe a fully-licensed professional should go into the classroom. Now, if that takes more than four years, we believe, if this Commission is going to make that recommendation, it should have data and research to back it up. We have not found any data or research to back up that claim. But if you can, we would welcome hearing it.

MR. JOHNSON: Are you suggesting that you have looked for that kind of data? I mean, has the NJEA looked for that kind of data?

DR. ARMINGER: Yes, we have.

MR. JOHNSON: You have done that kind of research and so far it is the NJEA's position that ---

DR. ARMINGER: We have not found it and I assume the Commission has not found it because it was not in the report.

DR. HOLLANDER: The literature is abundant with it.

DR. ARMINGER: Then I would assume it would be incorporated into the report. In other words, we would be open to reading that kind of research. But to make the claim without substantiation, in our view, is punitive.

MR. JOHNSON: I guess what I am asking - again for clarification - is: Since you and your office have done that kind of work and looked at that kind of research, which I am sure you have, you are saying so far what you are seeing in all the research that you have done is no data that suggests that a teacher needs more than four years of preparation in terms of a college program?

DR. ARMINGER: We have found no substantiation that a teacher requires more than the approved teacher preparation programs that we now have in New Jersey colleges.

DR. HOLLANDER: You think there is no need for the Commission. You said that was its primary mission.

DR. ARMINGER: It is my understanding that the purpose of the Commission was to review the teacher preparation programs and make recommendations. That to me incorporates a number of things, a number of possible avenues, which you have taken in your review of the undergraduate programs. You have made suggestions in the undergraduate programs which we would agree with. That does not necessarily mean that the undergraduate program would be extended.

DR. HOLLANDER: Could I press you for purposes of clarification, Mary Lou?

DR. ARMINGER: Yes.

DR. HOLLANDER: The content that is described in this report of the undergraduate curriculum, which I think you support, calls for essentially an undergraduate Liberal Arts degree with some professional preparation and with some hands-on classroom experience before the teacher enters the classroom. It does not include the professional preparation which is, I guess, the hallmark of most professions. The medical profession has a body of knowledge which is essential; professional law does. All the licensed professions do. Now, I know there has been some controversy over the last 50 years now as to whether teaching is an art or a profession. There is a body of knowledge - tools, if you like - a box of tools - that is peculiar to teaching and unique among teachers. That is proposed to be covered in large measure at the graduate level. If you accept that curriculum as the minimum curriculum for purposes of walking into a classroom with a permanent certificate - and let's not argue now about provisional and permanent - don't you have to conclude that it requires the five years to complete that curriculum?

DR. ARMINGER: My direct answer to that, Chancellor, is, no, I do not have to conclude that. If it, indeed, does take longer, then I think the Commission has a responsibility to the public, to the teacher education programs and to the teachers and future teachers to substantiate that it takes longer. And I do not believe the substantiation is currently in the document. There is just merely a tally of numbers, a tally of credit requirements.

MR. JOHNSON: But in all your wisdom, in terms of your office, you don't see that need either. So far in all the work that you have done, you can see no need for it?

DR. ARMINGER: That's right. We have not conducted our own commission study in that regard.

MR. JOHNSON: No, but I am sure you are on top of that.

DR. ARMINGER: Let me mention the others if I may.

MR. JOHNSON: Okay. I'm sorry.

DR. ARMINGER: The second item is the Master's degree and we feel the Master's degree is a punitive recommendation. You have heard the teachers say to you that they feel that there are all kinds of professional development possible, including what Mr. Dynan is referring to, including a Master's degree as one avenue of professional development, and including interaction with other teachers. There is a whole variety of professional development open. We would like to see that recognized. We would like to see it rewarded. We, certainly, would not like to see punitive action taken so that every teacher in this State is sent back to school.

MR. JOHNSON: Mary Lou, could I just ask you again to clarify something, although I will be a little argumentative. In most professions - and I think the analogy holds because I feel very strongly that teachers are professionals in every sense of the word --- in most professions, there is a body of knowledge that one expects the professional to have acquired before they are licensed. In medicine, common wisdom says it is eight years. In a lot of the first professional degrees other than medicine, it is somewhere between six and eight years. In law, it is seven or eight years. Then, in every profession today - in some states it is even required for licensure, although I disagree with that thrust - there is a major effort of continuing education. Physicians continue to study all of their lives beyond the minimum entry level that is measured by the M.D. or, if they are board certified, by their residency work. The same is true in law. The lawyers continue to learn all of their lives. Isn't there a distinction between the minimum level of competency that a teacher should have for licensure and the life-long commitment to learning that each of us as professionals makes?

DR. ARMINGER: Absolutely there is a distinction and I think we recognize that in our tenure system in the salary guide. I think if we are going to compare ourselves with other professions, we have to recognize that teaching is the most accountable approach that you have named. Teachers have supervisors. Teachers have administrators. Teachers have boards of education, superintendents and State departments and State boards.

MR. JOHNSON: Classification systems too. I'm sorry. What is your third point?

DR. ARMINGER: The third area that we feel is punitive is the reorganization or restructuring of the State Board of Examiners. The State Board of Examiners is the only professional board in education in the State of New Jersey. To put lay persons on that board is, as far as I can see, just a political move or a punitive measure because the State Board of Examiners, being composed of all professionals, is accountable to the State Board of Education which is all lay persons. So the State Board of Examiners merely reviews technical matters and makes recommendations to the State Board of Education.

I think, number one, it would slow down the work of the State Board of Examiners. It would politicize and divide it and it would be redundant in that the State Board of Examiners makes recommendations to the all lay State Board of Education.

The other item that we think is not punitive, but that we would recommend, if I may discuss this - and this is the final one ---

MR. JOHNSON: Okay.

DR. ARMINGER: We would recommend that, instead of creating a whole new advisory council to study teacher preparation programs and to make approval recommendations of teacher preparation programs, you retain the NASDTEC standards and instead of having NCATE, which you mentioned in your report -- instead of having NCATE as a voluntary requirement for evaluation -- we would recommend that you mandate NCATE evaluations, so that you would have both evaluations in place.

MR. JOHNSON: Mary Lou, Senator Feldman has a question.

SENATOR FELDMAN: In your last remark, you mentioned the fact that there is a fear that teachers have that they would have to go back to school for a Master's. This may have been a slip, Fraudian or whatever. But if this is the final recommendation - and the purpose of the hearings is to hear from you and other professionals in the field - the certification recommendations only apply to new teachers. Everyone else is grandfathered or grandmothered in, period. So I

wouldn't want sort of a rumor to get around that if the final recommendation would be a Master's, it means that every educator in this State who has not received a Master's degree would be deported to some State Teachers College or State College to get their Master's degree. We have enough problems. So let's stay with the intent of the Commission rather than imply that something is going to be done which is really the fartherest from our minds.

DR. ARMINGER: We fully understand that, Senator Feldman; and our recommendations remain the same. The fact that there would be grandfathering does not change our recommendations whatsoever.

MR. JOHNSON: Are there any other questions?

SENATOR DUMONT: It came to me that just a few years ago, the NJEA requested - as a matter of fact, I was the sponsor of it at your request - legislation to change the Board of Examiners by the addition of more teachers. Have you abandoned that idea?

MS. FULTON: No - more teachers, not lay people.

SENATOR DUMONT: Yes, but at the same time I got the impression that you were abandoning the idea of changing the Board of Examiners.

MS. FULTON: We do not like the structuring that you are recommending. We feel that the addition of lay persons on the Board of Examiners would change the Board of Examiners significantly. We do feel very strongly that more teachers should be on the Board of Examiners and we would support more teachers being on the Board of Examiners.

SENATOR DUMONT: How many? A majority of the total membership or less than a majority?

MS. FULTON: We would like to see a majority of the Board of Examiners being teachers. It is a professional board that has a responsibility of monitoring the profession and reporting to the State Board of Education.

SENATOR DUMONT: And the appointments of those people would be left to whom?

MS. FULTON: We would like to see the Association involved in nominating the appointments.

SENATOR DUMONT: But nominating your appointments to whom to make the appointments?

MS. FULTON: To the Commissioner of Education.

SENATOR DUMONT: Not to the Governor?

MS. FULTON: No. I will change that. To the Governor or the Commissioner of Education.

SENATOR DUMONT: Because the Commissioner is a member of the Governor's cabinet?

MS. FULTON: That's right.

SENATOR DUMONT: Thank you.

MR. JOHNSON: Are there other questions? There being none, we thank you very much for your testimony.

I will call now Elizabeth Hellwege, Teacher from the East Brunswick Vocational-Tech High School.

E L I Z A B E T H H E L L W E G E: I am new at this.

MR. JOHNSON: So am I, so just go ahead.

MS. HELLWEGE: I only have--

MR. JOHNSON: Do you have written testimony?

MS. HELLWEGE: I have the notes that I took down myself.

MR. JOHNSON: Okay, let's proceed. Do you want to identify yourself -- who you are and where you are from?

MS. HELLWEGE: Sure. I am Elizabeth Hellwege. I am a fourth year teacher at a vocational high school in East Brunswick. I have been kind of following your Commission, and I would like to speak in defense of the teacher preparation program that I graduated from, because what I have been hearing as inadequacies in the program do not seem to occur in the program that I graduated from. Maybe if I outline, if it is possible, the program -- would that be too long?

MR. JOHNSON: Well, I don't know. Where did you graduate from? You might want to tell us what program it was.

MS. HELLWEGE: Okay. I attended Cook College at Rutgers University. I took an education option at the college and I graduated in 1977. The requirements are still the same there.

I think the difference in this program that maybe the Commission has overlooked is that you do take an education option. You do not have an education degree. I have a Bachelor of Science degree in Environmental Science; and, above my degree requirements for the area, I took educational requirements because I was interested in teaching.

I think one of the main differences in my program is that, unlike other teacher education programs where the teacher does not actually step foot in the classroom until they have almost graduated from the program, in this program I was involved with schools and teaching, starting from the end of my freshman year.

The first course that you take in the option is one of an education philosophy of the professors in the program, and also one of the main differences is they believe you can teach. They would just kind of refine your ability to teach. I find that in most of the teacher prep programs they assume that you cannot teach and they are going to spend all of the four years teaching you how to teach. In this program they assume you are a teacher, and they are just going to help you become a better teacher.

Following along from the educational philosophy course, there is a course that you must take in materials and methods. In this course, they do go over all of the materials available, since this is a science program, primarily in science, plus they give you training in all of the media associated with teaching -- overhead projectors, projectors, film strips, and what have you.

Following the materials and methods course, you must take a course in curriculum, development, lesson planning, and you learn how to put together a lesson, how to deliver a lesson. They use video taping to show you how you look when you teach the lesson, in order to help you out in those areas. Also, you learn how to develop a curriculum; how to incorporate your particular -- let's say strong points, whatever your major is, into an existing curriculum; how to develop a budget; and how to revise curriculums that you might step into as a professional teacher. And, you go into an observation internship program, where you must visit diverse schools around the area. Different kinds of teaching situations - traditional, urban, suburban -- you are urged to get involved in all of them, and, if possible, get involved with the school that you are in. You are not supposed to just stand by and be an observer.

Following that, you take a student teaching, hopefully in a school that you have observed so you are kind of prepared for what you are going into. When you are in the student teaching stitution, you are evaluated by both your professor, your building supervisor, and your cooperating teacher.

I feel that in graduating from this program I was very well prepared for teaching. I have been utilized by my school in all of the areas that I was trained in, especially in curriculum revision, and I would urge you to maybe visit the school and see what you may call a model program. I don't feel that it is inadequate. I feel that maybe contrary to what the Commission has established, four years was enough time in this program to become a good teacher. I certainly don't think that I have reached the end of my teaching-learning experience, but I was well prepared for it, and I don't think that being on a provisional certificate for two years following my graduation would have been a strong point.

MR. JOHNSON: Okay. Are there any questions? (no questions) Thank you for your presentation.

Carol Jean Ehlers, Dean of the Graduate School, Montclair, Chairwoman, State College Graduate Deans.

C A R O L J E A N E H L E R S: I am here to report to the Commission for the graduate deans, and also to add my own comments from my own personal experience as a high school teacher, supervisor of student teaching, college professor, and now in the graduate deanship.

The graduate deans would like to praise the Newman Commission for the efforts to improve the standards for New Jersey education. As teachers, recipients of people who come from the schools, we see both the good and the bad, and we would like to cooperate with everyone in improving what is, and making it what it really could be.

We support the report and the efforts of the Commission to listen to not only our own comments, but those of other people, recognizing that there are diverse needs and viewpoints in the State.

There are several comments we would make. Since the undergraduate is not fully set, we would reserve final comment on the graduate part of the program until that was, because, naturally, the one follows upon the other.

Secondly, it appears that new courses and programs will be needed to meet these guidelines, and that is fine. But, it also would be necessary to have additional resources for these to be done, to have both the theoretical, the practical, and the subject matter correlations, which we believe the new thoughts of the Commission are leading toward. Under the present budgetary situation, where curriculum improvement monies are not allowed, this is a financial factor.

We have some reservations on the final requirement of a Master's degree, but not in exactly the same context as the other people who have been speaking here today. We applaud the fact that there is an alternative to a degree in an external degree program, but since there is none that we know of that is suitable for the intent of the Commission extant in the State of New Jersey right now, and that this would require some time to develop, we would suggest that perhaps in the interim, until this were done, something which is already in practice at the colleges in New Jersey be continued in lieu of, or until, this other is developed.

There are a number of thirty-hour programs which are approved by the State, and which would take care of many of the objections that have been raised here, and that I think will be raised in other places. These, I think, could be developed in cooperation, and they would solve some of the objections that the other people raised. They

will solve one objection which I will get to when I deal with specifics later. I will get to it right now.

We went through the report, being very practical souls, and tried to see if these standards, as they are written, were mandated exactly as they were written, where we would have practical difficulties, because if you are going to enforce them exactly they must be doable.

The first problem came, as we were going through the specifics, in standard six, with the supervisory load. We have no objections to the principle of your recommendations, which would increase the number of visits, and extend the experience into different kinds of territory. I personally think that extending it to one semester would be very good, if it follows my own personal experience -- and many of us judge things accordingly. But, you have more than tripled the budgetary cost of supervision. You have more than tripled the travel cost for supervisors. And, since it is now a current State practice that 25% of the allocated funds for travel be held in reserve to turn back to the State later on, when you are dealing with a 25% cut, in practice - and you are suggesting more than three times more travel - there is a budgetary problem there which I am sure can be dealt with.

In terms of the undergraduate - number 7 - it is unclear, when you talk about college faculty qualifications, if you are talking only about the education factor, or if you are also talking about subject matter faculty, and in this I am coming particularly from the standpoint of a secondary education institution.

In general education, I tried valiently to divide 50 by 3 and I found it rather difficult, so it struck me that you must have a typographical error there because best as I added all the hours up, if you took 48 hours in the general education requirements, it would add up to 128, which is what Montclair already has, it is close to what Trenton has, and I suspect it is close to what some of the other colleges have.

In the general education requirements, you have left out physical education, which may make for difference between the standard 45 hour general education requirement now expected, and the 48, which I suspect you intend.

In Roman numeral X, under Theory, educational psychology, in the largest sense-- Again, there is a budgetary question which only Chancellor Hollander and the Legislature can deal with, I think, and that is that these courses would, quite rightly, require a rethinking and a restructure of the course and the curriculum, and there would be need for release time and monies to do that, in as practical a sense as ought to be done, fitting the needs of the state teachers.

Standard 13 - retention -- the junior year reevaluation -- you have no specific grade point average given. After a lengthy discussion with a number of people - faculty, teachers, administrators - and knowing what presently goes on in many circumstances, it strikes me and the other graduate deans that it would be better not to allow a student to enter the senior year of a teacher education degree program if they are not of graduate degree standard, if you are then going to require that person to take a graduate degree, whether it be a Masters' degree or external. At present, you have a suggestion in number 12 of a 2.5 G.P.A. Cynicism aside, I don't think there is a college in the State, much less the State colleges, that admits people regularly with a 2.5 G.P.A. on the undergraduate level. And, in an effort to upgrade standards, it would be a pity to require their lowering. We recommend, therefore, that there be very thorough evaluation in the junior year, and that people not be allowed to be able to take teaching for a whole semester's full credit, in which case the pressure is then on both the college faculty and the high school or elementary school supervisor to pass the hard-working

but semi-competent teacher. You get caught in what is described as a moral dilemma to allow someone to even finish even though they are not the best, and it would be better, we think, to deal with that before rather than afterwards.

We believe also that standards should be set for that junior year evaluation. The graduation requirements, which follows on this, the comprehensive examination that is recommended on the standard educational theory - that is Standard 10 - fits with the new recommended guidelines that a comprehensive be given to every graduating senior. In the secondary certification and education field, we would wonder why there is to be no test of subject matter competence, whether by examination, G.P.A., or any other standard. You many know many theories of how to teach. You may be excellent in discipline, human relations, and other things, but if you don't know your subject, then something is missing.

In terms of practicality, we could not--

DR. HOLLANDER: I don't understand that point. You are arguing for a test?

MS. EHLERS: I don't think we would mind a comprehensive.

DR. HOLLANDER: A statewide comprehensive?

MS. EHLERS: That is debatable. There the fights would begin. Take my own field, for example -- history.

DR. HOLLANDER: You are suggesting an institutional comprehensive?

MS. EHLERS: Yes, that is the Askew recommendation also, to have an institutional comprehensive.

In my field of history, the E.T.S. advance test believes that history is limited to the United States and Europe, west of the Rhine River, since 1750. Since that is often suggested as a comprehensive for a history major, history departments naturally think that is very limiting. Other departments and other disciplines have similar difficulties.

Our final difficulty - and this is a practical one again - is with number 14, the graduation requirements. It has to do with the matter of record. When I supervised student teachers in history at Trenton State, there was an evaluation made by the disciplinary supervisor and by the education supervisor. These were to be a matter of record. As a graduate dean at either Montclair or at Trenton State, I have yet to see this as a part of the transcript. The games that were played on the part of the students in eliminating a negative or a poor recommendation and allowing a good recommendation to go through are legion. While we have no difficulty at all with principle, we would like to work on implementing the practice -- how these records actually would be a part of the transcript.

We have further difficulties which I am sure can be worked out in the matter of secondary certification standards as they now apply in the State of New Jersey. We can see easily how an English, mathematics, or a foreign language teacher could be certified under the course distribution that you have recommended, because by and large they have a thirty hour major. In the social sciences and general science certificate, we really don't see how it can be done. We would be glad for guidance and for suggestions, but most of these people need sixteen hours in their major and we don't know where to fit it. Having taught social studies and having taught some of these other areas, you need every course you can as soon as you enter that first day's classroom when you have graduated.

In the post graduate area, Roman numeral II, the admission of students is very loosely drawn. You expect a Bachelor's degree from an accredited institution,

which may be combined at will. Performance on tests - I presume the Graduate Record examination or the Miller's Analogy, either an upward division or a major grade point average, plus teaching performance. I don't know how this could be objectively evaluated. It looks to me like it is Pandora's box. I have received recommendations from school administrators for a number of years now that indicate that "X" teacher is brilliant, superb in performance, and eminently qualified for an advanced degree in whatever subject -- you can name it -- and, yet, the person has a 2.0 average overall, and a 2.1 in their major area. We would, therefore, request that these admissions standards be far more clearly drawn up, and we would be more than glad to work with you on this. We do not think that the State should mandate them, but we would like to develop our own as minimum and put it in such a way that the integrity of the colleges could be preserved, because we think that is your intent and we know it is ours.

In the curriculum area, we have two questions, which will be very brief. You specify one semester in what could be roughly categorized as education, and one semester in specialization. I understand from telephone conversations that what you have in mind is 15 semester hours, or roughly that equivalent. It would be most helpful for that to be spelled out so that the legalistic minds among some of our teachers who are not as interested in life-long learning as the rest of us are won't say that one semester is one course.

There is a new State College baccalaureate degree standard that was passed last Friday, and in reference to 9:2-8.3, there are some explicit standards for depth and discipline. We hope that since those are recently passed standards, and, therefore, mandated for the colleges, that whatever the Newman Commission would put in its final document would be connected to and not in conflict with this new set of standards passed last Friday.

That being the sum and substance of our concerns, I will open for questions.

MR. JOHNSON: Thank you. Are there any questions at this point from the Commission members? Senator Dumont.

SENATOR DUMONT: You mentioned that the transportation aid would be tripled, which was recommended as a necessary corollary in this Report, and also that something else would be tripled. What else would be raised three times?

MS. EHLERS: The supervisory responsibility of the faculty in the student teaching area.

SENATOR DUMONT: I am not familiar with what you get now on either of those particular items. Would you tell me how much more money would be involved?

MS. EHLERS: When I give you the written copy of my testimony next Friday, I will have the information in that from my Vice President.

SENATOR DUMONT: Because that is rather important to those who have to provide the money.

MS. EHLERS: Yes. It is very important to us also, which is why we are bringing it up.

SENATOR DUMONT: Thank you.

MR. JOHNSON: Dr. Hollander.

DR. HOLLANDER: I thought your testimony was very good. I was a little surprised at your suggestion that there be statewide as distinguished from institutional criteria in a number of areas. Don't you think that the role of this Commission - this is a tilted question - is to define, broadly, the areas, and that it is really up to the competent faculty at each of the institutions to set admission standards, define, in great detail, the curriculum, and so on, or do you think there ought

to be a statewide mandate from the Board of Higher Education or from this Commission?

MS. EHLERS: I would be lynched if I said that.

DR. HOLLANDER: I know.

MS. EHLERS: However, as we talked about the practical aspects of what is proposed - and we are practical souls - and it was to be mandated and written down to the jot and tittle, we wanted certain items protected. It did not seem appropriate to us to be in the position of saying to someone with a Bachelor's degree and three years of teaching experience, "I'm sorry, you do not qualify for a Master's degree in New Jersey." That didn't seem the place for it to come.

MR. JOHNSON: Are there any other questions from the Commission? (no response)

Thank you very much.

Our final witness will be Elizabeth Brown.

E L I Z A B E T H B R O W N: Good morning. I am Elizabeth Brown and I have not had time to prepare a marvelous statement like some of those I have heard this morning. So, I will just have to go on my notes and hope that we all get it.

I have read this report with great interest, as a person with a continuing interest in education and the welfare of students in the State of New Jersey. I have been a board of education member in Montgomery Township for 12 years and also, I am a former teacher on the university level. I commend the Commission for its intensive research and evidence in this report. You have done a lot of study.

I am also very much interested in the comments that have been made and I understand that your next meeting is going to be loaded. I am sorry that I can't get into that kind of round table.

I was dismayed to learn that no board of education member was serving on the Commission and expressed my feelings in that regard, as did many other board members. I am gratified to see on page 70 that a board member is suggested for that board of examiners and I don't really consider board members as strictly lay people. They are the people who have to do what the State tells them with regard to education. They also represent all the parents of all the students in the public schools of New Jersey. I should also like to see a board of education member serve on the advisory council, if that advisory council is added. More than likely, a board of education member is a parent genuinely interested in education and certainly a member of the taxpaying public and is directly in contact with the reaction of students and parents to the teachers. Such a person well knows the restrictions of state rules and union efforts on the actions of the board. There is also a feeling that exists, I think, that parents are reluctant to complain to administrators about a teacher and the teacher's effect upon the student because they have some feeling that that teacher may then bring some action to the child. So, it is the board member who usually gets those comments, not necessarily the administrators.

I quite agree with the comments on page 22 and 23 that established standards for admission should be met and that remediation should not be the chore of education courses. It is my feeling that high school should turn out qualified students and I hope that they will. It seems to me that should be the result of a thorough and efficient secondary school education.

I approve of the requirement of specific standards, under general education, page 32, where reference is made to content and says, "Such fields as English." One of the reasons that I am on a board of education is that I would suggest that English is the language of this country, along with many other languages secondary, and that parents expect teachers of their children to be able to write and speak the English language correctly. Nothing is more discouraging to a parent and detrimental to a relationship between school and parent than a note from a teacher written incorrectly and it happens all the time, not in my district, but in others. Please, make English grammar and public speaking mandatory.

Subject matter knowledge is a must and where I did not see that addressed in the beginning or the introduction, I did see that addressed later on. So, I really did not intent to speak to that. But, under C, the social sciences, I agree with the teacher of history. Where is the geography in there? It seems to me that many of our students know very little about the world's makeup and it is more shocking that they don't know because the teachers don't know; and history and geography extend way back before 1700. Geography is changing every day and we do need to keep up with how the world is put together.

I am most grateful for that section, however, although I did have trouble with the hours required. It is essential that our teachers be educated persons. I had hoped that somewhere there would be reference to two other areas that I consider extremely important. One shows up in your suggested graduate program, educational governance and structure. I would like a unit in this area taught at an undergraduate level. I see very little evidence, in our work with negotiations with the union and a professional association, that teachers really know what the restrictions are, what the laws are, and I know that the association endeavors to do this, but I think it is important for the educational classes to do that also.

Also, I see nothing on teaching prospective teachers to work with parents. Many teachers are terrified at the prospect of a conference with parents. This should not be. Working with parents is an essential part of helping the child.

I would also suggest that somewhere it be stated that guidance counselors in secondary schools be kept informed of the requirements for a teaching career and for the preparation required. In the discussion of the initial temporary certificate and permanent certificates, I see no mention of penalty or discharge if the requirement is not met, although, on page 52, it says, "the initial teaching certificate is a regular New Jersey certificate and an individual teaching under an initial certificate is eligible for tenure." Now, if a professional certificate is required, but someone teaching under a temporary certificate may receive tenure, I think that requires a lot of examination for possible legislative or administrative action. This presents a problem that must be addressed, perhaps by legislative action. Surely, having once granted tenure to a teacher with an initial certificate, a board can expect that person to acquire their professional certificate within a certain length of time. There was a section on extending the time for the temporary and I can understand that because everybody doesn't jump right into a school teaching position immediately. Tenure is a very important "given" in this state and unless you are going to have renewable tenure, you cannot deal with teaching certificates without addressing the issue of tenure in more depth.

Throughout, I have forgotten to say how essential is the need to teach all prospective teachers to work with handicapped children and others with special needs. With mainstreaming, teachers not only work with special children, but they must work with the children in the classes who are also dealing with those special children. It is very important.

I do think that the selection of the in-school supervisory teachers should be a joint selection between the local district, with the guidance of what is needed by the college supervisory person. I have one comment to make on this thing about masters degrees being punitive. I don't agree with that. I think that most people do want to advance their learning. In our district and in most of the school districts that I am acquainted with, boards do work very carefully on in-service programs. We do grant money for advanced tuition for education towards a masters. We do have that extra stuff on the salary guide for a masters degree. I don't think it is punitive, but I do have a comment to make. We were looking for a high school principal not too long ago and I keep checking on how many women have applied, how many women have applied for superintendant, how many women are applying for these administrative jobs and frankly, we have none. Now, I have a friend who is a principal in another area, a women, and she is black. I asked her why she was there and why she thought we had had no women candidates in our search. She said, "In the state where I first got my teaching education and degree, you were required to get a masters degree within a

certain period of time." She said, "As I advanced in those courses, I decided that administration was really my thing and I did get a degree in administration." She said, "I found that many other teachers also did that and therefore, there were many more women available for administrative positions." Now, we all know that sometimes we lose good teachers by that. But, if they can administer well, then we get a double bonus that way.

Thank you very much for letting me speak. I would be glad to help anytime. If there are any questions that I can answer as a layperson, I would be happy to do that.

MR. JOHNSON: I am assuming, in your perception, it would take more than four years because you are talking about other kinds of needs.

MS. BROWN: I really don't know, but I do think that your in-school practice training that you talk about--where I came from, we called it practice teaching-- I think that is very important and you do need that. It is hard in a college to work that around with your methods and your other classes. I also understand that. I feel that a basic, general education is very good. This is one of those little things that you shouldn't bring up. I have a teaching certificate from my mother-in-law who graduated in 1901 from a teachers school in Pennsylvania and there are signatures there that she is proficient in Greek, Latin, Astronomy, Mathematics, Physics. You wouldn't believe she did that in two years. Now, I don't think that is possible, but, on the other hand--

MR. JOHNSON: Your mother-in-law is a very gifted person.

MS. BROWN: It might require that, when you restructure, you might need a fifth year of undergraduate work. However, maybe some of these courses that we're talking about could be taught in an overall perspective for the teacher rather than as you would teach for a subject matter major.

MR. DYNAN: I just need, maybe, a clarification from the Commission. You mentioned something about a--I refer to it as a "what if"--a punitive thing. What if you don't go along with these recommendations? I wonder if part of our charge is to provide the "what ifs" or does someone else do that? Do we just provide the requirements and somebody else has to provide the "what ifs", if you don't fulfill those requirements? It is a clarification for myself.

MR. JOHNSON: I understood that was clear and in reference to your concern about tenure, there are already, it is my understanding, court rulings on this question because there other states that do require second stage, in terms of getting a permanent license, and in those states there are school systems that grant tenure to the teacher before he or she has gone through that second phase. There has been court action and the court has upheld, not the teacher, but the system, where the teacher has not, in fact, acquired the necessary degree for that permanent licensure and therefore, because he or she has not fulfilled the requirement and can no longer be tenured. It is just part of that requirement.

MS. BROWN: I did not read that in here.

MR. JOHNSON: I cannot cite the court case, but I think there are several court cases on that. Senator Dumont?

SENATOR DUMONT: Ms. Brown, you made one comment that a lot of school board members make and with which I always differ and that is that you have to do what the State tells you to do. Now, I agree, personally, that actions of the State Board of Education and the Department of Education in recent months go far beyond their proper boundary line. I can name them and I personally object to them strongly.

But, at the same time, the State School Act of 1957 provides specifically that the local boards have three important powers: one, the right to hire and fire; two, the right to set the curriculum, on which the State Board, of course, has infringed with sex education or family living; and third, the right to establish and prepare your budget, no matter where the money comes from and it comes from two sources that we know, property taxes and state aid. So, you do have a lot of discretion as a local board member and a lot of influence. It is an important job. I don't know of any that is more important, but I don't think that you or any board member should simply say that you have to do what the State tells you to do, because we don't do that much of telling you what to do and I don't want to see it either.

MS. BROWN: Well, I have to say that there are things that are mandated without funding and this is one of my major problems. We can set the curriculum, but if you want to add something new or something innovative, we have to balance what teacher will not be teaching or how you're going to get those children into another channel. For instance, we have been promised so much transportation aid, as you know, and you count on that and I remember it is reimbursement for two years back. But, in spite of the fact that it is reimbursement, it is on your budget as income. When that is cut down 20% or, as ours was, \$32,000, where do you think that money comes from? That's what I mean by being restricted.

SENATOR DUMONT: I agree with you, Ms. Brown and some of us oppose those cuts every single year.

MS. BROWN: I know that, but it went through.

SENATOR DUMONT: Well, I recognize that.

MS. BROWN: But, I do mean that and I mean that there are some things in the labor relations laws that we must follow, for instance, seniority and things like that, where there may be a master teacher who has to go because, in the seniority process, that one is not the one to keep.

MR. JOHNSON: Are there any other questions of Ms. Brown? Assemblyman Rand?

ASSEMBLYMAN RAND: In defense of our position, you will have to admit that the amount going to education has increased, maybe not as fast and as much as we would like, but, certainly, the dollars have been increasing at a steady pace each year that I have been here and this is the fifth year. I work on the Joint Appropriations Committee and so I know that the amount of dollars has increased, maybe not as much as anticipated or as much as we would like, but certainly, there are more dollars.

MS. BROWN: I see that and I also see the cost of living going up and I see the salary demands going up and I see the cost of materials going up. So, I'm not sure that that amount of increasing money takes care of increasing programs or increasing bills and that is the real problem.

ASSEMBLYMAN RAND: I agree with you.

MR. JOHNSON: Any further questions? (No response) Thank you, Elizabeth.

MS. BROWN: Thank you.

MR. JOHNSON: I want to thank those of you who stayed at the hearing today and especially the members of the Commission who continue to be faithful to the process. We will adjourn at this time and you will receive notice in reference to the next hearing.

(Hearing adjourned)



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