

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

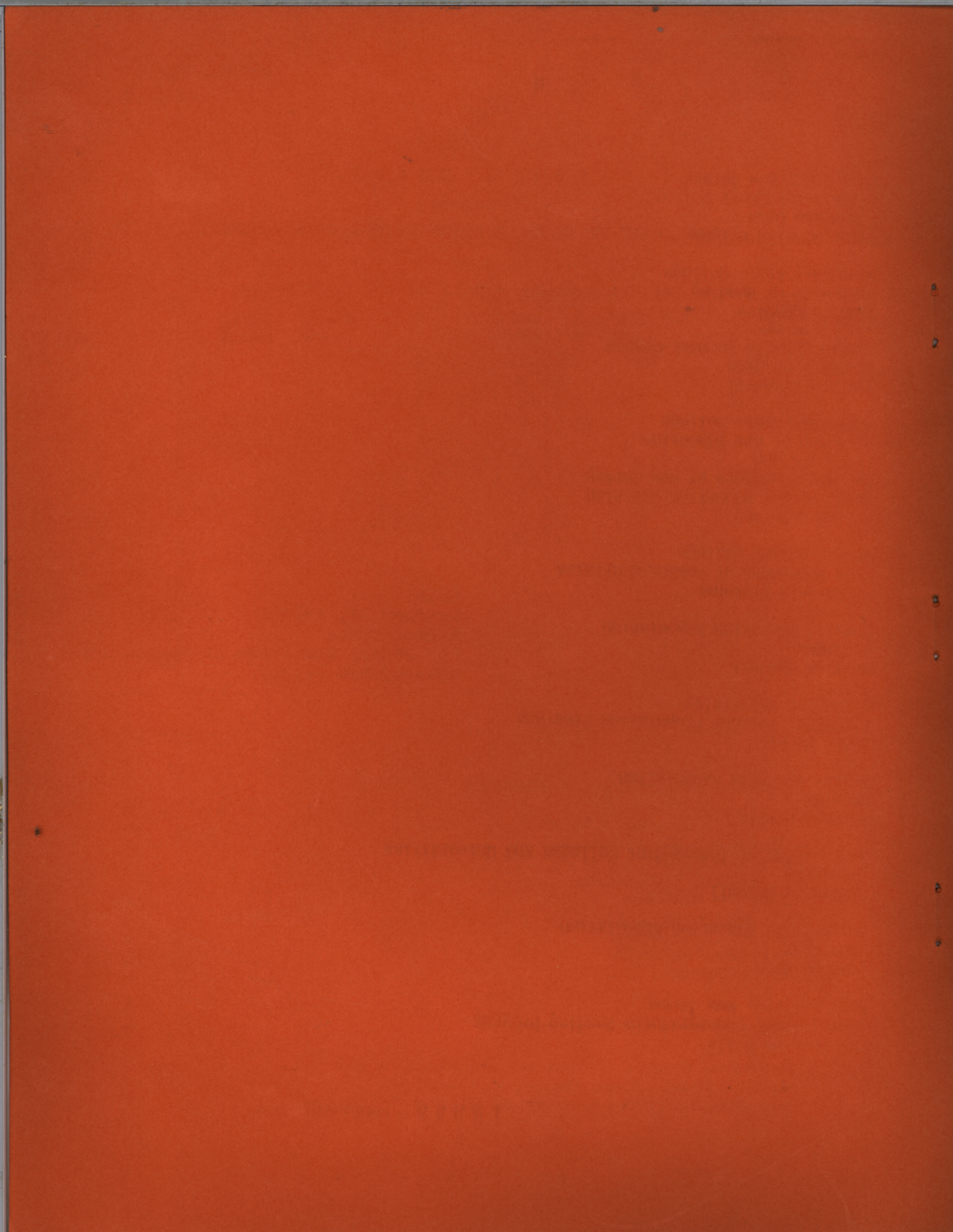
Held:
October 21, 1980
Alumni Center
New Jersey Institute of Technology
Newark, New Jersey

MEMBERS OF COMMISSION PRESENT:

John V. Johnson, Chairman
Frederick J. McDonald
William Dynan
T. Edward Hollander
Carolyn Holmes
Katheryne E. Stilwell
Ercell I. Watson
Matthew Feldman
Wayne Dumont, Jr.

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): Ladies and gentlemen, I would like to welcome you to the last of our public hearings on the document relating to teacher preparation programs in New Jersey. We have a lengthy list of persons who wish to participate in this hearing. We welcome you to participate in the hearing, but mindful of the length of the list and the agenda time, I must say at the outset that we are going to ask witnesses to limit themselves in their presentation to five minutes, and then there will be questions from members of the Commission in order to clarify the testimony given. If you have written testimony to submit to this body when you come forward, we would request that you submit it to Deena Sadat. She is our staff person, and she will take those documents in order that they might be further studied at the completion of this report.

I would like to say a word of appreciation and thanks to NJIT for hosting this meeting. I would now like to call Gordon Law as our first witness. He is from Rutgers University.

G O R D O N L A W: Good morning. My name is Gordon Law. I am the President of the New Jersey Association of Colleges for Teacher Education. With me this morning is Sister Frances Rafery, immediate past president of our organization. We will get right to the topic. We thank you for giving us this opportunity and we applaud you for your efforts to improve teacher education in New Jersey.

Our response to the preliminary report is organized into three sections. In the first section we identify those recommendations with which we are in substantial agreement, and second we will call attention to the elements of the report with which we have concerns or with which we disagree. And, the third is a very brief section where we will recommend that the Commission to Study Teacher Preparation Programs seek the assistance of the New Jersey Association of Colleges.

MR. JOHNSON: Gordon, let's move right into the second and third points. It is nice to hear flattery this morning, but we have all day to move on. That will be more beneficial to us.

MR. LAW: We think we are getting there. The points with which we are in substantial agreement are: One, the two-step approach to certification; two, the importance of field experience; three, approved program approach to teacher certification; and, four, the solid liberal arts foundation that you espouse.

Now, we have eleven recommendations or items of concern, and at this time I will ask Sister Frances to begin with those items.

S I S T E R F R A N C E S R A F T E R Y: I will try to go as fast as I can. It is incredible that we have five minutes to respond to something that is our life.

The serious concerns that we have are: First, we feel that the document reflects an encroachment of State government into the running of colleges and universities. We feel that it could undermine the role and responsibilities of those same institutions. In particular, the recommendations that concern the course requirements, the general ed program designs, the credit ratio per student, the assignment of faculty load, all of these are usually the traditional role of the government of the college or university. We commend your call for quality, but we feel that those matters are outside

the jurisdiction of the Legislature in New Jersey. We feel that this impacts not only on colleges and universities, but public schools as well.

The second area of serious concern to our Association is the prescriptive tone of the document. Our membership notes with alarm the itemization of the Liberal Arts requirements for teacher ed students. No member of our Association, in totaling up the credits that were given to the total degree package, could come between the 120-128 design that is traditional for the Bachelor's degree. We looked for documentation for the areas that were itemized and we found little or none in the document that concerns us, because usually the general education for students, as it is designated at colleges and universities, is designated as a result of research, discussion, arguments, or probing. And, after a design has been agreed upon, it is reviewed periodically.

Such prescription as indicated in the document would often prevent a student in teacher education from ever having an elective. So, when we talk about Liberal Arts Education, we really view with alarm, as I noted, the prescriptive nature of the document.

The third area of concern is the needs of non-traditional students. The assumption in the document does not ring true with our experience with students, especially as we deal with students that are transfers, that are minorities, that are women, and that are late bloomers. Inflexible rules in teacher education and not giving colleges discretionary power to deal with those students in light of their strengths and their needs causes us serious concern.

The fourth area is the single tract approach to teacher education. The tone of the document to our membership is a standardization of teacher education in the State of New Jersey. There is no call for new approaches to meet the critical needs that face us in this State. Research dictates to those of us that are deans and chairman that there is no one best pattern for teacher education, and we feel that the State is well served by a variety of approaches to the preparation of teachers. We recognize the advantages in a variety of approaches, and agree with guidelines, together with NASDTEC, NCATE, and our Middle States Accreditation, to insure quality at the institutions throughout the State.

The differences in training programs are based on the students that we attract to our institutions, their abilities, their needs, the strengths of our faculty, the fiscal resources, the physical resources, and the demands of the profession.

We agree as a group that the problems that face public education in New Jersey and that face us are a reflection of the problems that face society, and teacher education must respond to those problems, but no change in teacher education alone would correct the problems faced by public education.

Fifth, is the emphasis on the behavioral sciences. NJACTE was amazed with the statement on page 33 of the document, "The psychological sciences represent that body of common theoretical knowledge which is the foundation of the educational profession." We agree that psychology provides knowledge and insights very valuable to the preparation of teachers. However, we also agree that it is only one of the important areas in the design of the teacher education program.

Sixth, is fiscal responsibility. The lack of a budget is a serious omission in the document. We are at a loss to measure the viability of

the document, either as teacher educators or as citizens of the State of New Jersey, without a cost analysis. The cost for the State colleges, the cost for independent colleges, the cost for State agencies, the cost for public school districts, the cost for our students, must be addressed by the Commission if this document is to have viability.

And the last point that I want to make is the isolation and field experience. The membership, in our program, tried to design a systematic and developmental approach to field experiences. We see field experience not as an isolated component. In fact, the tone of the document treats it as an isolated component.

Gordon will pick up the last four.

MR. LAW: Very quickly, we have layering of bureaucracy. I know others are talking about that, so I will keep moving. Due cause and due process -- we think there are some problems in there in the identification of those matters. The termination of State approved programs bothers us, and we think there are some problems with that, and then we have some gaps and omissions. I want to mention one in particular, and that is the failure to study existing teacher education programs. The title of your organization is to study teacher preparation. We do not believe you have. We also think there is a serious problem with the two-year colleges; the fact that the two-year colleges have many courses with labels identical to our own, and yet they are not monitored in any way. We believe the Commission should give attention to that.

Let me ask Sister Frances to go back to our last statement and we will end our presentation.

SISTER FRANCES RAFERY: I guess what we are trying to say in this whirlwind response is that the membership, the deans and chairman of NJACTE, who have been involved in teacher education - some for 15, 20, 25, and 30 years - feel that we have some insights to share with the Commission. As we surveyed our membership, we could find five of the thirty-two institutions that prepare teachers that were visited. As we totaled up the amount of time spent at institutions, it totaled less than a week. So, if the Commission's charge is to study teacher education in the State of New Jersey, we are offering our services again, as we did to the Governor when this Commission started, as we did to Reverend Johnson when the Commission was initiated, to participate in working towards improving quality education in the State of New Jersey.

We recommend that the Commission defer its final report until that is in fact done. We feel that we have a role and some insights to share that would help improve teacher education in the State of New Jersey.

MR. JOHNSON: Thank you. Now let's go to questions from members of the Commission

DR. MC DONALD: What was that point about due cause and due process? You just sort of labeled it, and I am not quite sure what you were referring to.

MR. LAW: Well, we have trouble seeing the-- Well, let's talk about the process. We find a number of recommendations, but as we read them, we don't really know where some of them come from. They seem to come out of thin air. As far as the termination of programs, we

don't see adequate justification for that. That certainly is a due cause and due process problem.

MS. STILLWELL: In number seven you spoke of the isolation of field experience. Were you talking about where the experience was placed, the amount of time, or what did you mean exactly by that?

SISTER FRANCIS RAFTERY: I think in the field experience component, what institutions have tried to do, and I can speak in particular for ours, is to try and offer the field experience component as an integrated part of the program. That it is not isolated out in a separate course. At the senior level we find at our particular institution that is effective. But throughout those specifications and documentations about the field experience, tying it to semester hours treats it as a separate entity from the teacher education program. We feel that it should be, as I noted in my remarks, systematic and environmental, in connection with the course - as an integral part of the course. So, if you were to tabulate it as it is indicated in the document, you seem to use that flavor. Maybe that was not the intention of the Commission, but that is surely the way it comes out of the document.

MS. STILLWELL: I am thinking of starting with the first year, and having a part for each year was a carryover and a transcending thought. Do you feel that came across?

SISTER FRANCIS RAFTERY: No. Our Association would agree with that, that in fact if you visited the institutions in the State of New Jersey, you would see, especially for the elementary majors, that it begins with the freshman year, but each institution will handle that differently, some as an integrated part of the course.

Let me just say that at our institution we found that it was not beneficial to send freshmen out cold, but rather it was more beneficial for the instructor to take them to a variety of settings to show them the kinds of things they ought to look for.

MR. JOHNSON: Are there any other questions? Fred.

DR. MC DONALD: Do you see the document as forbidding that integration, or as prescribing a base of field experience on which you can build or develop in any way?

SISTER FRANCIS RAFTERY: Fred, I would say to you that I sat down with this document and tried to look at it non-emotionally, as if a student came into our institution and we were trying to work out the prescription. There is nothing freeing in the document. And, in the field experience--

DR. MC DONALD: In the interest of time, would you just tell me whether you see the requirements for allotment of field experience as prohibiting you from integrating the field experience with other class-work.

SISTER FRANCIS RAFTERY: Maybe what I am saying - and I will say it straight out - is that I think field experience ought to be an integral part of teacher education. No program in the State would be approved by NASDTEC, in fact, if it were not, and for the Legislature to somehow approve a sequence of isolated field experiences is to somehow not know the kinds of things that are already going on in many institutions. So, to answer

your question, what I am saying to you is that we support the fact that field experiences be systematic in development, but when you tell us where they should be, how they should be, how many times they should be, we feel that you are involved in administering the programs. We support the policy.

DR. MC DONALD: So, the issue for you is control, not the kind of field experience, is that right?

SISTER FRANCIS RAFTERY: The nature of the experience ought to be determined by professional bodies, by the faculty that has come together to design those experiences, and by the needs of our students. There is no place in the field experience document there-- That document could have been written in 1950. It somehow indicates that field experiences are valuable outside of the school setting. There is no call to new response in the document, as our membership sees it.

MR. JOHNSON: Are there other questions or concerns? (no response)
Thank you very much.

Dean Nicholas Michelli from Montclair State College.

D E A N N I C H O L A S M I C H E L L I: This looks like another tandem group here. This lady to my left is Dr. Catherine Becker, who is scheduled next, and I wondered if it would be agreeable to the Commission if we took our ten minutes together. We are both on the program separately.

MR. JOHNSON: Sure. Go ahead.

DEAN MICHELLI: I would like to begin by indicating that in large measure we support the principals underlying the recommendations of the Commission. I think these are principals that we have often tried to strengthen in our programs, and I think your strong statement of them will help us. I don't want to shock you, but there is some element of politics that enters into the curriculum development process on all college campuses. So, we welcome this strong statement of principals.

We differ in that we feel that the standards in this draft appear on the one hand to be either inflexible, excessively prescriptive, or likely to lead to a monolithic program of teacher education. Or, on the other hand, it is so unclear, to us at least, as to really not permit careful analysis or discussion. We also must recognize, sooner or later, that an analysis of the fiscal implications must be undertaken.

I would like to give some specific examples. Let's draw from the area relating to practical experience. No one can argue with the idea that practice is of little value. We would suggest, and especially in the case of teacher education, that practice without theory may be worse. You call, for example, for three semester hours of field experience prior to admission to teacher education, accompanied by very little in the way of formal preparation. You refer to the possibility of supplementary lectures or discussions. Remember that teacher education candidates have spent twelve years being inculturated [sic] in the schools. My view is that returning students to the schools without equipping them with some new tools for analysis so that they might form a more informed view is not productive.

I also question, as did the former presenters, the assignment of academic credit to such an experience independently. We would recommend the standard that says there must be field work as a part of every professional course, but not standing alone for independent academic credit. That confuses

the issue. We agree that the principle of that practice throughout the experience is important, but we question the prescription of specific hours and credits divorced from a new framework.

Similarly, we agree that practice in the upper division, prior to student teaching, including experience in the capacity of a teacher assistant, is important. A prescription of one hundred and eighty hours in a school classroom is, from our prospective, disfunctional. Practice in teaching can be acquired more effectively and efficiently in a more controlled setting. We would favor placement in the school, supplemented by the extensive use of video tape, so that carefully selected examples of teaching can be analyzed, and further supplemented by microteaching, so that a candidates' own efforts can be reviewed. It is not really the amount of time or credits that count as much as the quality of experience, and the self-aware reflection of that experience.

A standard requiring work as a teacher aide, along with systematic practice and guided analysis, would go much further than merely specifying one hundred and eighty hours. Moreover, this suggested revision would be much more acceptable to the public schools that have to accommodate our students.

I guess another area of concern that we have is the effort to define the load of college supervisors. A conservative estimate would project a financial commitment three times above present levels without assurances, from our prospective, of improved quality.

Aside from course, the inflexibility of the proposal will severely limit creativity and effectiveness. At Montclair State College, for example, we prepare only secondary teachers and specialists, not general elementary teachers. As part of our supervisory process, every student teacher is observed by both a specialist in curriculum teaching and a specialist in the major discipline. None of our candidates major in education. The standard, as written, would appear to preclude the dual supervision that we value so highly. Furthermore, the standard appears to limit the load of the college supervisor to supervision. We believe it is critical that the supervisor work with student teachers in credit-bearing seminars during the student teaching experience, to share new insights, to deal with common problems, to permit the establishment of rapport so necessary for effective supervision.

We would suggest that a model program might be one in which at least one college supervisor is assigned to meet with a group of student teachers in seminar once every week, to visit their classes once every third week, and to be on call beyond that when special needs or problems arise.

Daily supervision would, of course, be maintained by the cooperating teacher. This kind of a program, from our perspective, would be precluded by the standard and yet be as effective and far less costly than the program that meets the standard.

One further comment on field experience. This report seems to limit the kind of experience that counts -- the school experience. We value and require a community-based experience in which our students are involved in the community in which they are placed. That is, they try

to understand the place of the school in that community, the relationship between the community and the school, as well as the non-school agencies that service school-aged children. That appears to be not valued by this Commission.

Another area of our concern is your description of theoretical studies. The areas specified are important but they are too narrow. For example, there is no mention of sociologically-based analysis. There is no mention of understanding the problems of minorities. There is no mention of reading. Are we to assume that because they are not mentioned you do not value these areas, or are we to interpret "behavioral studies" broadly to include them?

A third area of our concern rests with the plan to consider all teacher education programs new degree programs, to be presented for initial approval by the Board of Higher Education.

At Montclair College we have a seventy-two year history of teacher preparation. Some other colleges have an even longer history. We are proud of that history, and new teacher preparation is one of the most important efforts of the college which has an impact on society. To require new initial approval seems to us an unnecessary rejection of that history, and seems to presume non-compliance. I think this is, to some extent, where the notion of due cause and due practice enters. The normal process of accreditation prescribed by the Commission already would have the same effect, whether or not the concept of initial approval was incorporated. So, we find the presumption of non-compliance to be objectionable and arbitrary.

To summarize, we believe that field experience should accompany all theoretical courses, that a school-based experience should be required in the upper division, and that student teaching that is approximately one full semester is appropriate. However, the specification of hours, credits, and faculty load limits creativity, effectiveness, and efficiency. We believe that the vague, limiting description of behavioral studies precludes many valuable experiences already in the regulations, and we believe that the presumption of non-compliance, and the need for initial approval, serves no purpose and is arbitrary. We ask you to consider these concerns very seriously.

MR. JOHNSON: Dr. Becker. would you like to speak at this point?
D R. C A T H E R I N E B E C K E R: I would like to address the Commission today on one specific area of great concern to me, and expressed to me by many of my students and colleagues -- that is the recommendation found in the Commission's report on page 40, which limits the time period that a person has upon graduation with a Bachelor's degree and an initial certificate to demonstrate two years of successful teaching within five years of graduation, and to obtain a Master's degree in order to qualify for a permanent certificate.

While I laud the Commission for its principal on the need for further coherent study beyond the Bachelor's degree, I fond the time requirements to be seriously limiting and discriminatory. The case can be made for all persons that such non-renewable conditions are extremely difficult as one pursues a career in public school teaching. But, such constraints affect female graduates seeking a career in teaching to a much greater

extent than her male counterpart. I know that it is not the Commission's intention to set up sexist regulations, but I clearly see this as an outcome, unless certain changes in the possibility of renewability of standing are introduced into the Commission's report.

To illustrate my concern, take a female graduate holding a Bachelor's degree and an initial certificate. She marries and decides to start a family within five years of graduation and before she has acquired two years of successful teaching. The present proposed regulations certainly discriminate against her opportunities when compared to her male counterparts, married and starting a family.

On a personal note, had I been subject to these very regulations at the time of my own graduation, I would have been in exactly the same dilemma described in the example given. Such a restriction would have gravely affected my career aspirations and development. I suggest that in order to remedy this situation, the Commission revise its recommendations so that the initial five year period be renewable for another five year period, and I suggest that this renewal be contingent upon the successful completion of appropriate course work which would have both the theoretical and field work component.

In summary, I praise the Commission for the principal of needed additional study beyond the Bachelor's degree, but I request a change in the time limits associated with the acquisition of a permanent certificate.

MR. JOHNSON: Thank you, Dr. Becker. We will now take questions to either Dr. Becker or to the Dean.

DR. MC DONALD: Do you regard your testimony as consistent with the preceeding people?

DEAN MICHELLI: I think we raised some of the concerns they did, perhaps more specifically. I think it is consistent, yes.

DR. MC DONALD: Tell me, did I hear you correctly? It sounded to me like you were suggesting that those items were the faculty is left considerable freedom to do things should include more stated requirements or directions or guidelines. You mentioned a number of things that weren't said, and I gathered that you were asking for clarification or indications? That's why I asked you--

DEAN MICHELLI: Well, in some areas I think there is need for clarification. We are not certain, for example, when you talk about three-semester hours of field experience, exactly what that means and what that entails. It is difficult for us to define that, and therefore to respond to it. Behavioral studies may be interpreted very broadly and very narrowly; it is unclear to us what that means.

DR. HOLLANDER: Wouldn't you be concerned that if this Commission were to try and define that more precisely, we would be overly prescriptive?

DEAN MICHELLI: I think in some areas, sir, you are overly prescriptive.

DR. HOLLANDER: But, yet you are calling for more prescriptions from us.

DEAN MICHELLI: No indeed. We are calling for more definition.

DR. HOLLANDER: Well, if we were to define what six months of behavioral science would be, we would probably have to define that in terms of content.

DEAN MICHELLI: But, you do define it in a sense. You list

certain things that are illustrative of that, and they are all psychology.

DR. HOLLANDER: As illustrative, yes.

DEAN MICHELLI: That is a very limited listing.

DR. HOLLANDER: If it were not illustrative, it would be very prescriptive.

DEAN MICHELLI: That's true, but it doesn't extend into any of the areas that are apparently in the regulations.

DR. HOLLANDER: I guess I am getting two messages. On the one hand, there is a message that says, "give us more freedom to define our own course work;" and, on the other hand, I am getting the message that says, "tell us more specifically what it is that you want." I just want to hear which one of those messages you are delivering.

DEAN MICHELLI: Okay, fine. We are not opposed to standards that would lead to quality. We think standards that called for field experiences as a part of every theoretical course would be a step in the right direction.

DR. HOLLANDER: Give us example of the kinds of things you think it should say.

DEAN MICHELLI: I think, for example, the standards that are presently in the regulations, that require there be a methods course, or that require there be a reading requirement--

DR. HOLLANDER: Isn't that terribly prescriptive?

DEAN MICHELLI: It is not prescriptive, because there is room for having it incorporated in the program instead of saying you must have three credits in the first year and one hundred and eighty hours in the second year, which is in the body of the report. The framework, I think, appropriately is defined by standards, but the way it is implemented, and the particular mark of an institution - our being, for example, primarily secondary - has to be allowed to come through if we are going to have differences in quality and approach.

DR. MC DONALD: That is the issue here, whether in fact we go beyond - I think I am supplementing what you said--

DR. HOLLANDER: Go ahead.

DR. MC DONALD: I am bothered about the same point. If you go beyond, as you have said, laying out a framework, then you are getting very prescriptive and you are moving into taking over those things which are clearly the faculty's competence to decide.

DEAN MICHELLI: Okay, but when you talk about numbers, as you do in here, you do go beyond the framework. When you say that an individual supervisor has ten students per semester, and that is his or her total role, that precludes a number of things that we think are appropriate and more efficient, and more effective. If you say that a student must be visited sixteen times during the semester, we would argue that some students need to be visited maybe five times, some students probably need more than sixteen if they are going to be effective. That is the kind of restriction I am talking about. It says sixteen. Sixteen visits per semester. That is once a week for sixteen weeks. That is not appropriate for every student.

DR. HOLLANDER: Do you think it is prescriptive for this report to recommend that every student who seeks to qualify for a certificate have roughly half their program in the arts and sciences?

DEAN MICHELLI: I think that is part of the description of the baccalaureate that the Board of Higher Education is considering now.

DR. HOLLANDER: So, that is not too prescriptive. You don't think that is too prescriptive?

DEAN MICHELLI: No, I don't, sir.

DR. HOLLANDER: Do you think it is too prescriptive to go beyond that and say that six months of course work in behavioral sciences ought to be part of the box of tools that goes into teaching?

DEAN MICHELLI: Well, that depends upon how you define behavioral sciences.

DR. HOLLANDER: Well, as broadly as I just defined it. I mean, you and I know what the behavioral sciences are. They are fairly well defined in the profession.

DEAN MICHELLI: Does that include all of the professional studies that are related?

DR. HOLLANDER: They are whatever the faculty agrees are that part of the social sciences and natural sciences that are behavioral.

DEAN MICHELLI: I think that is prescriptive, because it takes one particular perception of what teaching is and how one becomes an effective teacher.

DR. HOLLANDER: Do you think the requirements for internship, as they are now stated, are too prescriptive?

DEAN MICHELLI: I think the notion of a full semester of student teaching is appropriate. I think there are some people who would argue with that. Is that the internship you are referring to?

DR. HOLLANDER: Yes.

DEAN MICHELLI: I personally think that is appropriate.

DR. HOLLANDER: Do you think the requirement for a Master's is too prescriptive -- or the equivalent?

DEAN MICHELLI: Well, I favor the dual certification notion.

DR. HOLLANDER: I guess I am trying to identify what is too prescriptive in the document.

DEAN MICHELLI: What is too prescriptive, again, is when you deal with numbers.

DR. HOLLANDER: Do you mean your statement about staffing ratio?

DEAN MICHELLI: Staffing ratio, one hundred and eighty hours, three credits -- If you say that field experience should permeate the program--

DR. HOLLANDER: If it said the equivalent of six months of field experience, would that take care of it?

DEAN MICHELLI: No, because that becomes a number again.

DR. HOLLANDER: You mean it just should say there should be some field experience?

DEAN MICHELLI: There should be field experience at every point where there is theory.

DR. HOLLANDER: Let me ask a fundamental question, if I may. Suppose the State were to say to the teaching profession - the faculty of their colleges - "We really don't know what makes for a good teacher. Why not establish only a single requirement for licensure in teaching,

and that is a baccalaureate degree and a program of study approved by a regional crediting association," and not say anything about what the course content or the program should be, or whether it should have reading or it should not have reading -- leaving it to the faculty at each of the institutions? I guess one place where the State could really lean entirely upon faculty judgment is to say that any educated person that a school feels is qualified to teach, ought to be hired with the minimum requirements for a baccalaureate degree, or a Master's degree, whatever level of education he or she has reached. Would that be a better approach in your judgment? That is very similar to Montclair's approach, I think, to secondary school teaching.

DEAN MICHELLI: I don't think it is.

DR. HOLLANDER: Why should the State go beyond that, I guess that is my question?

DEAN MICHELLI: Catherine, do you want to answer that?

DR. BECKER: I would like to respond to that. I don't think the illustration you have given, and the specificity with which you have addressed Montclair State is at all accurate. I think that--

DR. HOLLANDER: Just answer the question.

DR. BECKER: You are setting up a tiger on two sides, either total prescription or--

DR. HOLLANDER: Yes, I want to define the range.

DR. BECKER: Obviously, there has to be some prescription.

DR. HOLLANDER: Why? Could you tell me why?

DR. BECKER: All right, to protect the interest of society as a whole. What we are also talking about here are the children who go to the public schools in New Jersey, both the elementary and secondary level. This is what we are ultimately talking about, and professionals in the field should by and large be determining those kinds of things.

The problem that we are having now is that this was going to the Legislature in a prescriptive nature. Some of the document is highly prescriptive. Another is quite laudable; for instance, the two-step process. I think that the issue with regard to clarification isn't so much the need for further prescription, but rather the inconsistency that exists in the document, where at one point you say behavioral studies and at another point you are saying one hundred and eighty hours.

DR. HOLLANDER: Yes.

DR. BECKER: This is the full range over which you are granting professionals discretion and autonomy, and then where you are legislating with high specificity. This is the issue at point here -- the total inconsistency within the document, and the fact that in this inconsistency you are threatening the quality by being overly prescriptive with regard to the field components, and being overly prescriptive with regard to the psychological base on the behavioral sciences with no mention of sociology, with no mention of reading, with no mention of minority studies--

DR. HOLLANDER: It is a behavioral science.

DR. BECKER: Yes, but the--

DEAN MICHELLI: The administrations are all psychology.

DR. BECKER: Yes.

DEAN MICHELLI: And, it becomes prescriptive.

DR. HOLLANDER: So, what you are saying is, you think the State, in order to protect the children, ought to specify what some of the course content is, or specify the minimum requirements for licensure, but leave it to the faculty to define--

DR. BECKER: No, I think it is the State's prerogative to determine what the standards are. I am talking about the manner in which these standards are written, so as to provide flexibility within the State.

DEAN MICHELLI: It is ultimately the State's determination as to whether the standards are met.

DR. HOLLANDER: So, you have no objection to the standards that are in the report. Your objection gets to the sequence in which the information is presented, and gets to the sequence in which the internship is required, and gets to the question of how the programs are staffed. Are those the things you are concerned about? I am trying to clarify this, really.

DR. BECKER: Yes. In my personal estimation, I have no problem with any of the standards. They are principals that are laudable. The problem is in the interpretation of them. At times the Commission goes overboard with its specificity, and at other times it is very, very broad and general, which is perfectly acceptable. The fact here is that in the State you have so many institutions, public and private, that have so many different ways of handling the problem, that this is going to create - if it goes the way it is sitting right now - a monolithic approach, and we all have different missions.

DR. HOLLANDER: All right. I would appreciate it if, before you leave the room today, you would list the specific areas in this report which you feel are too prescriptive. That would be very helpful.

MR. JOHNSON: I think that would be helpful too. I need not remind you that we are trying to sift some of that out in this process today, and we have been trying to do that for some time. We continually hear that on one point we are too specific, and on one point we are too broad.

I would also like to say that at some point the State and this Commission will come together, and these will be recommendations to the Legislature. The Legislature hasn't acted upon that yet. I would also like to remind you that we think the majority of this Commission consists of persons who have backgrounds in education, and who are professional educators themselves. I am a public representative, and others are elected officials. That is to say, those individuals are bringing to this work - which will be a recommendation to the State Legislature - their expertise in the field that is allied with yours.

Are there any other questions to these persons?

DR. MC DONALD: I keep asking this question. Behavioral science concerns you. Do you see where, because of the examples that are listed, you would be precluded from offering a course, such as the sociology of child development?

DEAN MICHELLI: Conceivably.

DR. MC DONALD: I am asking you, do you see yourself as precluded? Would you, for example, when setting up your program under this, deliberately

avoid putting in the sociology of child development because you think your program would not be approved? You couldn't argue the case for it, in other words.

DEAN MICHELLI: Not because we couldn't argue the case, but because the number of credits would preclude anything else.

DR. HOLLANDER: I don't understand that. I really don't.

DR. MC DONALD: Well, you have a category called behavioral science.

DEAN MICHELLI: Yes.

DR. MC DONALD: We have gone to great lengths to avoid listing specific courses, right? We gave some examples.

DEAN MICHELLI: If you can tell me how it can be broadly enough interpreted to include, for example-- Would you include the teaching of reading within that context?

DR. MC DONALD: I don't think we should tell you things like that.

DEAN MICHELLI: Oh.

DR. MC DONALD: That's my personal viewpoint.

DEAN MICHELLI: Well, that is why it is difficult for us to respond.

DR. MC DONALD: I don't think we should tell you to teach "x" course, or to teach "y" course.

DEAN MICHELLI: No, I'm not asking you to tell us that. But, if we chose to, would that be counted as part of the behavioral studies? That's what we don't know, and that is why we would be precluded, in our minds, from saying whether or not we would be able to offer this course.

DR. MC DONALD: But, when you say that, it strikes me that you would be tempting people to get more prescriptive.

DEAN MICHELLI: No. In some places you should be more prescriptive, that's the point. You are so vague, we can't discuss it.

DR. HOLLANDER: May I ask you a question? Is the teaching of reading a behavioral science, as it is now taught at our institutions?

DEAN MICHELLI: Is it a behavioral science?

DR. HOLLANDER: I am asking you is it at Montclair?

DEAN MICHELLI: My perspective is that I wouldn't call the area behavioral science, you see.

DR. HOLLANDER: You discussed the question. You said you felt the teaching of reading was a behavioral science.

DEAN MICHELLI: It is heavily based in psychology, yes.

DR. HOLLANDER: Then the answer to your question would be, if that was your judgment and you included it in the curriculum, it would be part of that sequence.

MR. JOHNSON: Okay. Thank you.

DEAN MICHELLI: Thank you.

MR. JOHNSON: Let us hear now from Harry Gumaer, from the New Jersey Teacher Education Roundtable.

H A R R Y G U M A E R: The New Jersey Education Roundtable is an independent organization composed of college staff and faculty in teacher education programs, and of leadership in the elementary and secondary school, representing both the public and the private sectors in New Jersey, and concerned with the preparation of teachers.

I have with me today, Dr. Mary Lou Bartley, Superintendent of

Schools from Riverdale, and also in the audience is Dr. Walter Brower, Dean of Ryder College, and Patrick Perciale, a Principal from the Edison schools.

Roundtable members know that in many quarters there is unhappiness about teachers and teacher educators, not only in this state, but in the nation at large. We recognize that new directions and new emphases are needed. We hope that members of the teaching and teacher education professions can assist in determining these emphases and directions. We thank this Commission for its openness and objectiveness in the past sessions in which we have participated.

We will limit this report to just a few considerations. The Commission report's apparent threat to college autonomy, I will leave to some of the college officials who are here. We agree, as did Dr. Law and Sister Frances in the first presentation, on many good points, which I will not go through, that this Commission has made.

Here are the points I would like to emphasize. One, there is a need to summarize the requirements. This has been mentioned before. When I add up, on the basis of partial ignorance, all the requirements, I get about one hundred and fifty-five credits, and you still haven't addressed yourselves to courses in teaching reading, health education - which are required by the State - local college requirements, whether they are courses in religion, or whatever, and innovative courses in teacher ed, which haven't even been addressed. So, therefore, I read it as about some one hundred and eighty credits to graduate with a Bachelor's degree. I don't think the Commission means that, but this needs to be clarified.

Now, this is related to what the Montclair people have said: maybe in being less prescriptive, you could cut out the number of hours. Either put it all in credit hours so we can tell what it costs, or leave out the number of prescriptive hours and specify principals.

We are particularly concerned with the cost factor in the field experiences. For example, you say somewhere on page 30, "ten candidates per semester" is apparently a college professor's full load for the semester, without any other courses. Well, that figures at a one-point-two faculty load credit. A faculty load is twelve credits, fifteen in some colleges, for each student teacher. At present, the colleges only give the equivalent of one-half or one-third faculty load credits per student teacher. This change means that the supervision is going to cost three times more under your plan than it now costs. That's fine. It is about time we raised some of the fees connected with student teaching from their 1948 inflation standards, up to 1980. But, the question is, who is going to pay for it? It isn't specified. Is the student going to pay for it through increased college tuitions? Will the Legislature pay for it, etc.?

Supervisory visits will be required once a week. This will quadruple travel expenses for professors to get to the schools. And, to raise the same question Montclair did, do all students really require visits once a week?

We would suggest that a group of education deans and directors of field experiences sit with the Commission staff to review these portions, to see if you really mean what we think you meant in this instance.

The evaluation process for college programs has not been mentioned.

I think that has to be looked at again. The criticism of the existing NASDTEC Evaluation process is not completely documented, and that "no conditional approval" rule seems almost punitive. If a college which is very, very good has lacked one-half of a number of standards and has plans to correct that the following year - they know about it and they are trying to correct it - they are going to be put out of business because they missed this thing on the basis of one arbitrary thing, without any conditional approval. This seems to me to be unfair to colleges, especially colleges with good programs.

Finally, the administrative structure that is set up, taking the evaluation process out of its present situation and putting it into a new Commission, we concur with the prior statements by the School Boards Association and the NJEA, that this new Advisory Board seems to be quite unnecessary, because if you applied this principal, as stated in here, that you mean to have the evaluation done by a different group than that which is responsible for the standards, that would mean an awful lot. Would that mean that within the Department of Higher Education, when a college is inspected as a whole, the Department of Health should be the one to interview and check the standards? Because, right now they are checked from within the same group.

In the one moment that I have left, I would like to call upon Dr. Bartley to make one more point that the Roundtable is interested in.

D R. M A R Y L O U B A R T L E Y: As a public school superintendent of schools, I work daily with the products of the teacher education program, and I find that for the most part they are very well prepared in the content area. Their problems come about in terms of time management, organizational skills, and classroom management. This has to be part of the field experience, and we must continue to work closely with the college, because teacher preparation is the joint responsibility of public school teachers as well as the colleges.

Elementary, secondary, and higher education people have to begin working as a team, as we do for our Roundtable. I would only urge the Commission to rethink its position at this point in terms of the kinds of program approval that I read in this document. I would like the colleges to maintain that autonomy.

I think that through working close together with public school chief administrators, we can produce an even far grater product than we have in the past, rather than to endorse what perhaps ends up being a cook-book approach, which could yield a very tasteless end product. Thank you.

MR. JOHNSON: Are there any questions from the panel? (no questions)
Thank you very much.

I would like to call on Sister Hickey now, Academic Dean, Felician College.

S I S T E R V E R O N I C E H I C K E Y: I want to acknowledge your interest in teacher preparation, and I want to thank you for the opportunity to respond to the draft of your Report. However, the faculty of teacher education at Felician College and I ask that you review and study several areas.

On page 3, paragraph 1, you say the Commission was created because

of dissatisfaction with the quality of teachers graduated from our institutions. Yet, the annual outcome of studies conducted by the teacher ed programs in my institution do not concur with this.

On page 3, paragraph 2, you say in its earliest meetings the Commission accepted that a more comprehensive education would be required of prospective teachers. At present, the New Jersey regulations and standards for certification, and the standards and procedures established by NASDTEC require each teacher education program to provide such a comprehensive education.

On page 3, paragraph 5, you speak of candidates' general education not being insured and the amount of practical experience in the schools was inadequate. However, experience in the schools has increased with careful planning over the years in New Jersey's Teacher Education Program. Teacher educators through organizations such as ICC, have studied, discussed, and developed more and better experience in their programs.

On page 4, paragraph 2, you say the only requirement for practical experience prior to employment is student teaching. Most of our colleges could not even recommend a graduate for certification if that were their only experience.

On page 4, paragraph 4, you speak of extensive and carefully supervised experience. Once again I have to say this is already happening, and a more thorough study on the part of this Commission will reveal that to you.

On page 5, paragraph 3, you say we are not prescribing a rigid program of professional preparation. We are encouraging variability, flexibility, and particularly individualizing these programs. The preliminary report prescribes specific percentages, course work, field experience, and so forth; yet, page 17 of the second draft of the Master Plan calls on us as an academic community to foster diversity and to avoid unnecessary duplication.

On page 8, paragraph 1, you say the Commission is not expert in building curricula; yet, we at the colleges do find we have such experts on our campus who would be happy to provide and share in your research.

On page 10 you say that at present we have a remarkable homogeneity. It is my belief that if we follow the prescriptions in this document, there will be more homogeneity in our colleges.

On page 23 you say sufficient courses and programs in community colleges and state colleges help to remedy basic skills deficiencies. I would just like to point out that there are also such programs existing in the independent sector.

On page 27, paragraph 2 you say the pre-admissions field experience might be accompanied by a variety of supplementary activity. This has been done, and is being done in our colleges for at least the last ten years.

On page 28, paragraph 3, you talk about the integration of methodology courses into the field experience component. Some of us have tried this and we have found that it is not the best or the only way to teach methodology.

On page 29, paragraph 3, you talk about the selection of supervisory personnel. Currently we do that through the superintendent of schools, and we wonder if your idea would not be placing more of a burden on the school districts.

You speak, on page 30, about college supervisors and how many times they should visit their student teachers. We see supervision and supervisory load as a college responsibility, and we ask what documentation exists to prove that such a number of visits would guarantee better teachers.

You speak, on page 31, of an equivalent of fifty semester hours of general education. Were you to look at our programs, you would discover that we are currently offering that much.

On page 33 you speak of the students majoring in an area which would bear direct relationship to the area in which certification is sought. Our students are seeking certification to be elementary school teachers. Currently, they choose a twenty-four credit hour area of concentration in an area in which they have strength or interest, and through which they can earn additional certification.

On page 34, paragraph 6, you say, "...have satisfactorily completed a pre-admission field experience in the sophomore year..." This suggests that a transfer student and/or a part-time student has no place in a Teacher Preparation Program. Yet, page 68 of the second draft of the Master Action Plan calls on us to increase access of transfer students to our program.

On page 35 you make reference to the New Jersey Basic Skills Placement Test; yet, the independent sector was given the option of using or not using this Test. This document suggests that they must administer it.

On page 36, paragraph 4, you speak about a comprehensive test at the end of the senior year. My question is: What happens if the senior fails this test? We have given such a test at our institution for the last three years, but we administer it at the end of the junior year, allowing ourselves and the student an opportunity to address identified deficiencies through senior year seminars, courses, and so forth.

On page 43, paragraph 2, you speak of service to and contact with the public schools. I would like to point out to you that we also offer service to and have contact with the private and the parochial schools.

You say on page 58: "We think that several decades of evaluating programs in this way should have helped the institutions to improve substantially and to remedy their deficiencies." It has been our experience that the approval processes now in operation have helped us to improve, as have the ICC, the NJACTE, and the Roundtable.

In summary, we find that the document is full of contradictions. For example, it speaks of variability in one section, and dictates specific curriculum elements in another. We find the documentation to support a number of the statements is missing; that the dictation of a specific curriculum is an invasion of our autonomy; that the lack of opportunity for the part-time and/or transfer student is a serious concern; that changes are proposed, but there is no guaranteed source of funding.

We acknowledge the efforts you have made to date on the study of Teacher Preparation, but we urge you to do more study of the topic and, therefore, to revise the present Teacher Preparation Proposal. We believe that we should in the words of draft 2 - and I quote: "Re-examine and improve, where necessary, programs of teacher education."

MR. JOHNSON: Thank you, Sister. Are there any questions?

DR. MC DONALD: One of the points that you are concerned about prompted you to ask where is the documentation showing that sixteen visits would make a difference. Where is the documentation that any visits would make a difference?

SISTER VERONICE HICKEY: I think that each of us, in an attempt to individualize our program, has based our number of visits upon the needs of the particular student, and someone in the earlier testimony said that some student might need only three or four visits and another might need more than sixteen.

DR. MC DONALD: That is a matter of individual judgment, isn't it? If you are going to require documentation for setting a standard for responsible supervision as a basis for recommending somebody, wouldn't we be in the position of saying there is no documentation, therefore no supervision is required at all?

SISTER VERONICE HICKEY: No, I believe that what we are saying is that supervision is necessary. I am simply saying that a specified number of visits is not an aid to us or to the improvement of teacher preparation.

MR. JOHNSON: Do you think there is a minimum number of visits?

SISTER VERONICE HICKEY: I think that could be studied. It depends on a student. In an institution, such as mine, when students are out in the field from the first semester of their freshman year through their senior year, we find that some of them, in their student teaching experience, are doing extremely well. While at present we make at least five visits, we find that with some of them we could make less, and it would still be an effective student teaching experience, especially with the cooperation of a good cooperating teacher.

MS. STILWELL: How large is your teacher preparation program?

SISTER VERONICE HICKEY: We have about 80 students.

MS. STILWELL: Eighty?

SISTER VERONICE HICKEY: Yes.

MR. DYNAN: I would like to commend Sister on her presentation. She is the only one that I have seen in all these public hearings who has specifically outlined, page by page, her objections. I would like to know, Sister, if you have copies for each of us, so that we can use this?

SISTER VERONICE HICKEY: I have one copy.

MR. DYNAN: Would it be possible to have copies made?

MR. JOHNSON: We will do that through staff. Just leave the copy, Sister.

We will now hear from the Dean of Education at Kean College.

D E A N G E O R G I A N A A P P I G N A N I: The Dean of Education of Kean College's name is Georgiana Appignani, and I am pleased to introduce "him" myself. (laughter)

First of all, I would like to say to the Commission that I believe the recommendations we are trying to make here today are constructive, and I hope that the Commission will take our comments more as constructive criticism, rather than some attempt to challenge the results of the Report.

I would also like the Commission to know that I have been a public school--

MR. JOHNSON: Before you speak, let me say that that is our function

here today; we are here to hear criticism, and we have no problem with it. That is the process of public hearings, and that is what we are doing today. Where we feel the criticism is valid, we will recognize that, and try to so interpret that in terms of this document. I hope that everyone understands that, that is what this process is all about.

I am sorry that we have to be concerned about time, but that is just the reality of the facts of life at the moment.

DEAN APPIGNANI: I would like to Commission to understand that I have been a public school teacher in the City of New York. I have worked with the State Education Department as a Research Associate in the old Performance Evaluation Project, which was an attempt on the part of the State to get competency-based teacher education program up and running. And, I am presently Dean of Education at Kean College, but active in the American Association of Colleges in Teacher Education, and I am Chairperson of the Governmental Relations Commission of the National Association of Deans, which includes land-grant colleges, state colleges and universities, the American Vocational Association, AERA, and the Higher Education Council for Special Education. So, I have been looking at legislation from a national perspective as it relates to schools, colleges, and departments of education. I would like the Commission to recognize my remarks in that context.

I would also like to respond, in a sense, to Chancellor Hollander's concern about why the State is involved at all in setting standards for teacher education. A recent article in the Journal of Education Policy, by Hank Levin of Stanford, pointed out the State's responsibility in this matter. The State has a responsibility to assure quality personnel for its public, and if this Commission chooses to require two hundred hours, this Commission and the Legislature has that right. We are, in fact, just trying to streamline the process, and perhaps make it more viable.

I agree too that it was refreshing Sister Veronice's line-by-line response to the Commission's Report, and I certainly will be happy to provide the Commission with the same kind of analysis. But, my testimony this morning will focus more on policy and planning issues, as they relate to the Commission's work, rather than a line-by-line response. I assume that if such legislation is proposed, that wording will be available, and hearings concerning the legislation will be conducted as well.

My first recommendation focuses on the need for the Commission to reconcile the intention of the proposed legislation to improve teacher education with the goals and purposes of T & E. Such legislation should explicate the necessity of joint commitment by the State Education Department and the Department of Higher Education to collaborate in developing and supporting a system for the education of educators.

In recent years, New Jersey has anticipated progressive national education movements, particularly in relation to the public law of 1975, Chapter 212, and laws concerning the rights of handicapped children, and those whose primary and dominant language is not English. In each case, the enabling legislation has been visionary and provided state and local bureaucracies with guidance concerning the kinds of administrative regulations and resources such purposes would require.

The document issued in July falls far short of such legislative development. As presented, it is my view that the Report is little more than a limited redesign of teacher credentialing, focusing on the need for longer initial preparation time; more traditional study in liberal arts; more practical experience in the public schools; and the need to shift responsibility for pre-service teacher preparation program evaluation from one office within the State Education Department to another.

There is no question that teacher credentialing in New Jersey needs to be overhauled. So is teacher education in need of reform. The entire nation, as is evident by popular discussion and the media, agrees that teacher education needs reform. The October issue of Phi Delta Kappa points out that colleges of education "will in all probability never overhaul their programs if each college is to do it alone", and that "forces broader and more powerful than those of a single college can...break through...to bring about a new day...."

We are hopeful that the work of the Newman Commission will be impetus for such needed reforms. However, it is distressing to note that the Commission summarized its recommendations with a list - once again, as has been pointed out before - of course-by-course requirements and sketchy administrative rule-making, rather than presenting the policy parameters by which all teacher preparation programs would be developed and evaluated. It is agreed that the thorough and efficient education of all children in New Jersey should be conducted by qualified teachers who have been appropriately prepared. It is important to note that T & E specified the responsibility of the State to provide a system which would insure the thorough and efficient education of all children. This legislation, and its subsequent regulations, don't define what such education is with course-by-course specifications.

Rather, T & E is designed as an accountability system which focuses on the State's responsibility to insure that local districts identify their goals; propose measurements of those goals; develop appropriate budgets; and gives the State responsibility to develop a reporting method, subject to public review, as well as the responsibility to provide technical assistance to those areas identified in educational needs.

I believe that similar policy parameters explicating the State's responsibility to design a system of teacher preparation which provides for accountability, diversity, appropriate resource support, developmental assistance, evaluation and a method of reporting subject to public review, need to become a more central theme in the Commission's recommendations.

Absent from the Report, and important to correct immediately and legislatively if we are to ameliorate the training of teachers, is specific language concerning the collaboration of the Department of Higher Education and the State Education Department, and their respective roles. Such collaboration must focus on joint responsibility in the planning, budgeting, operating, and reporting of integrated programs designed to meet the pre-service and in-service needs of education personnel as indicated in T & E legislation, Federal initiatives, and the generally acknowledged need for continuing professional preparation. This includes the needs for staff and program development in the institutions of higher education.

There are existing examples of such legislation in other states,

like Florida and Ohio, designed to identify the collaborative role of higher education and public schools.

There are approximately -- well, I guess I'd better bring this up right now. My concern about the lack of specificity of the relationship between the State Education Department and the Department of Higher Education is exacerbated by the lack of a separate section in the State Master Plan for higher education concerning teacher education.

There are approximately 100,000 education personnel employed in New Jersey, with an estimated 5,000 replacements needed annually. This labor manpower requirement alone speaks to the urgency of such planning. Further, initiatives at the Federal level, both in Title V and VI of ESEA require comprehensive planning by the State for both pre-service and in-service personnel needs. The State should demonstrate its capability for interagency planning by adding appropriate sections for teacher education reform to the Newman Commission Report and in the State Master Plan for Higher Education.

Consistent with the need for planning is the necessity to anticipate the effect of social, economic, and program changes on the potential pool of persons who are currently in the process of becoming teachers and who can be recruited to become teachers. The section in the report on the expected effects of the proposed changes needs to include some statement on the kind of personnel the proposed changes are intended to affect. Much has been written in recent months, particularly by Timothy Weaver, on the brain drain in teacher education.

My second recommendation concerns the need for a more accurate analysis of the current teacher supply-demand picture in New Jersey, and the need to anticipate the impact of the Commission's proposals. Appropriate actions and programs should be developed.

Last year, the State employed close to 4,500 new teachers; only 4,300 were produced by all the public and private colleges in New Jersey. It should be noted that this number represents a forty-two percent decline since the record production year of 1974. It is important to note that the State colleges and universities produced eighty-eight percent of all pre-service teachers in 1974, and eighty-five percent in 1979. The State colleges alone produce and have consistently produced approximately seventy-five percent of the total pre-service population. Their capacity to deliver the kind of quality programs envisioned, given the cuts in personnel and resources experienced in the last six years, must be assessed and an appropriate commitment to allocate resources must be made. One state, Ohio, generally not identified as abounding in resources for education, has committed ten million dollars to improve its teacher preparation programs. This amount, ten million dollars, represents the estimated cost of providing the proposed extensive field experiences for 4,000 pre-service teachers, as proposed by the Commission.

MR. JOHNSON: Dean, you are half way through this report and you have already taken fifteen minutes of your time.

DEAN APPIGNANI: Sorry.

MR. JOHNSON: If you can, consolidate your recommendations to us, in order that we may have some time for questions.

DEAN APPIGNANI: Okay.

MR. JOHNSON: Thank you.

DEAN APPIGNANI: I guess my recommendation is that if such funding is to be available, and if teacher education is to be improved, I believe that the State can develop programs which will strengthen teacher education in a way that would get a much better return for the dollar than just by paying for longer field experiences; that would be one.

Two, I think we need to develop imaginative and encourage imaginative relationships with the public schools, similar to the Teacher Center models that are currently being operated by Syracuse University, where teachers who assist either in providing instruction at in-service centers or supervise student teachers are given credit banks where they can turn in their voucher for tuition at the local college.

Also, the State of Florida budgets five dollars per pupil for in-service training, three dollars of which must be spent at an institution of higher ed. I think this kind of imaginative legislative development will, in fact, improve teacher education, much more than a list of requirements will.

I also think that the Commission should anticipate the kind of students that will be attracted to a program of such a rigorous prescription. We are not getting particularly motivated or bright students in teacher education now. We need to do something about attracting better students. Loosening the requirements is not going to make better students, but a state supported system of merit scholars in education or some kind of centers of excellence in teaching would do something to attract more quality students into our profession. Okay?

MR. JOHNSON: Your written testimony will, by the way, be entered in the transcript. Are there any questions?

SENATOR DUMONT: I have one.

MR. JOHNSON: Senator Dumont.

SENATOR DUMONT: Dean, you seem to indicate something that Mr. Law had in his testimony. You raised the question as to whether there should be two separate Departments of Education. Are you indicating that you think one should be eliminated and merged with the other, or that there ought to be better coordination between the two of them?

SENATOR FELDMAN: The same question has been asked since 1914.
(laughter)

SENATOR DUMONT: It hasn't been answered yet.

DEAN APPIGNANI: I think that the Legislature, if necessary - although I don't know that it need to - could require that there be joint planning and collaboration. I don't think that would mean the necessity of a single agency.

SENATOR DUMONT: I just wanted to clarify your statement.

MR. JOHNSON: Are there other questions or concerns?

DR. MC DONALD: I interpreted - and tell me if I am correct - the remarks in the early part of your statement to mean that the lack of detail on how programs should be evaluated ought to be remedied by this public commission prescribing more carefully what the standards for evaluation should be.

DEAN APPIGNANI: I don't mean to give that impression at all,

and further in my testimony I say that we have already been over-evaluated to death, and that if the Commission has some specific ideas of where there are problems in teacher education, since seventy-five percent of what is going on is directly under the purview of the public, and of the State, that corrections can be made without parallel agencies being created to set up new evaluation standards. I mean, millions of dollars have been spent on creating standards, not only by NCAT and NASDTEC, but by the National Association of Teachers of English, Social Studies, Fine Arts -- you name it. There are standards that could come out of your ears. This Commission knows where the problems are.

This Commission can just go to the Chancellor and say, if such and such a college is not doing what you want it to do, change it; but, don't create a whole parallel agency. It just seems a tremendous waste of resources as far as I am concerned.

MR. JOHNSON: Bill, do you have a question?

MR. DYNAN: Assuming that the quality of teacher candidates, as you seem to indicate, is being lowered, how do you think this Commission could address itself to convincing quality students that they should go into the teaching field?

DEAN APPIGNANI: I think the situation is critical now in New Jersey. It is critical in math and in science. You can ask Dean Michelli about what is going on at Montclair. I think we used to produce the greater number of secondary school teachers in Montclair. Kean has never been that active in producing secondary teachers. Right now, instead of producing one hundred, we are producing five and six.

MR. DYNAN: Excuse me. I think what I am trying to say is, is the problem of the lack of quality of candidates for teacher education because of the programs in college or is that because of situations within districts?

DEAN APPIGNANI: No, I think that the lack--

MR. DYNAN: (interrupting) Or, is it a combination of both?

DEAN APPIGNANI: (continuing) The brighter students have gotten the message that teacher education is not a good career, and that if you have higher academic ability, you'd better get the best on your academic investment and go into another field. Now, I repeat, the situation is critical, and the State should design some kind of special EPDA program, which says we will fund you, we will give scholarships for people in science and math, in particular, if you agree to teach for five years.

MR. DYNAN: Again thought, I am not clear as to whether people--

DEAN APPIGNANI: (interrupting) Having a good program doesn't mean that you are going to attract good students. I'm sorry, that is an erroneous assumption.

MR. DYNAN: But, does it go to the profession? The good students are usually induced to go into a program because there is some financial reward in the profession into which they are headed. That is the fault of the profession.

DEAN APPIGNANI: Well, that is the fault of your collective bargaining associations in your relationship with the boards. I would agree that teaching is not an enviable profession, either from the economic return

or the status that teachers hold in our society. But, the Commission can't do anything about that.

MR. DYNAN: That's what I wondered.

MR. JOHNSON: Okay. Thank you, Dean.

We will now hear from Dr. Betty Lou Nixon, Executive Board, New Jersey Association of Teacher Educators.

D R. B E T T Y L O U N I X O N: Chairman Johnson, Commissioner Hollander, Assistant Commissioner Holmes, legislators, concerned citizens, guests, I am Betty Lou Nixon, President-elect of the New Jersey Association of Teacher Educators, one of the State units of our National Association, the Association of Teacher Educators. Accompanying me today is Mr. George Stang, past President of ATE.

We, as a group, are extremely gratified that you, educational administrators, legislative leaders, and concerned citizens, are taking the time and energy to direct your attention to our colleges and universities of New Jersey that prepare future teacher educators.

The document you have prepared for our consideration reflects academic thought and future direction for one of our most important resources, teachers of the future. We agree with the following principals from your document, namely:

1. Field experience is a necessary component of teacher preparation.
2. Academic standards must be a factor for admission and retention in a given program.
3. Professional learning should continue beyond the undergraduate four year program.
4. Teacher education programs should be reviewed periodically by competent evaluators.

From the same document we have concerns and recommendations for your consideration, namely:

I. Areas of Practical Experience.

1. We need a mandate from the State Department of Education urging schools to provide increasing numbers of cooperating teachers to implement field experiences.

If such a mandate is not forthcoming, it is highly questionable if we will have adequate numbers of cooperating teachers to implement this enriched field experience program.

2. We suggest that number six, under Practical Experience, be modified. Presently the reading is: "The selection of supervisory teachers will be made jointly by a teacher representative in the school, the building administrator, and a college representative; however, final responsibility rests with the college."

We recommend that the paragraph read the same, but delete the words: "a teacher representative in the school." Such a selection process would hamper the administrative process of selecting cooperating teachers. The teacher representative in the school should not be part of the selection process.

There is presently a statewide method of placement, namely:

1. Requests from the student teacher office of the college are sent to the school superintendent and in turn to each principal.

2. A large percentage of placement requests are not confirmed by the district until the summer months.

3. The cooperating teacher may or may not be part of the district by the time September arrives.

4. Too many parties in the selection process will create added problems.

5. The placement process must be flexible.

II. Area of Academic Standards.

1. Grade point average should be a determining factor for admission and retention in the teacher education program. However, the student who scores high, from the cognitive point of view, may not become a successful teacher.

The psycho-motor domain, field experience, is important; and the effective domain - the student's ability to relate to children - is equally important. Flexibility, sensitivity, patience, and a caring attitude are necessary components to consider.

2. The recommendation for teacher education candidates to take a second non-education major has very serious implications. For example: at one college, Industrial Education majors have an extremely heavy load of sixty semester hours in their professional course content work. In order to meet the requirements of the Commission's proposal, the program would have to be cut one full year or thirty semester hours of very critical technological course content.

In the Elementary Education Program at the same college, the students have a forty-one semester hour program requirement. To qualify them for additional certification endorsements, these students presently must select another mini-track program of eighteen semester hours in special areas such as: the teaching of reading, instructional media, bilingual education, mainstreaming education, or gifted and talented education.

The Commission's recommendation which mandates each student to select a non-education major will act as an obstruction and prevent the students from taking these additional courses. It also interferes with other State requirements such as: two reading courses, multi-cultural education courses, and others. Therefore, we do not recommend a broad brush approach that mandates specific curriculum interventions.

It is not necessary for the State to require a non-education major beyond the professional requirements for teacher certification, since you are already requiring an increased number of credits in general education at the lower division level.

III. Area of Postgraduate Programs.

NJATE agrees there should be an initial certificate. We also believe that advanced study is necessary. However, we do not agree that a Masters degree should come in the first year of teaching. The first year of teaching should be devoted to becoming an effective teacher in the classroom, leaning as much as possible from experience and from colleagues.

We agree that matriculation in a Masters degree program is very important and desirable. However, a mandated time frame requirement can be a deterrent to the successful development of teacher skills.

IV. Area of Program Approval.

From page 72 of the original document: "An advisory Council on Teacher Education shall be established to review and maintain standards for accreditation and recommend approval of accreditation, and recommend approval of accreditation reports to the Commissions of Education."

We ask the following questions:

1. What personnel will be involved in the approval process?
2. Who will select the personnel?
3. Who will appoint these personnel?
4. What will be the qualifications for the personnel?
5. What is the purpose of making accreditations ratings public?
6. If a program receives disapproval rating, it will no longer be permitted to operate, so what does publication of data accomplish?

We do not agree that two categories, approval and disapproval, are adequate for accreditation. There should be a third category, namely: to improve, to change, to meet requested standards in order to qualify for approval or disapproval status. There should be a defined period of time to satisfy necessary change.

Finally, we recommend that you:

1. Clearly define the function of the Education Coordinating Council.
2. Clearly define the Advisory Council on the Evaluation of Teacher Education Programs.
3. Clearly define, "external degree."
4. Revise the document to include consideration of the administrative problems of what happens to the community college transfer student with regard to field experiences in the lower division.
5. Review the document in light of present low enrollment in teacher education programs, and the growing shortage of teachers in the areas of math, science, english, industrial education, special education, business education, and areas of technology.

To increase course and time demands at a time of impending teacher shortages can be counter-productive to the education of the children of the State of New Jersey.

MR. STANG: I have the addendum.

MR. JOHNSON: I am going to take some questions from Dr. Nixon. I know there are questions. I am sorry to cut you off, Mr. Stang, but let's clarify some questions first with Dr. Nixon and then maybe--

SENATOR FELDMAN: President Nixon.

MR. JOHNSON: President Nixon.

DR. NIXON: Thank you. (laughter)

MR. JOHNSON: We will start with Dr. McDonald.

DR. MC DONALD: There are number of these I would like to kind of go through.

DR. NIXON: Thank you.

DR. MC DONALD: Number two.

DR. NIXON: On what page, sir?

DR. MC DONALD: The first page.

DR. NIXON: All right.

DR. MC DONALD: Number two on the first page, you suggest that number six be modified.

DR. NIXON: Yes, sir.

DR. MC DONALD: I wanted to give you the reason that that teacher representative was in there, and I would like to hear your reaction.

DR. NIXON: Thank you very much.

DR. MC DONALD: We were told that in the process of picking cooperating teachers political influence is sometimes used to pick those cooperating teachers, and that the political influence comes from the school administrator, and that if the representative of the teachers was there, there would be some protection against, to put it bluntly, the principal picking favorites rather than the best cooperating teachers.

DR. NIXON: Having been in a--

DR. MC DONALD: There is no implication at all that all principals do that. Repeating what we were told, the suggestion was that there was a tripartite arrangement. It could be objective and the college is left with the final say.

DR. NIXON: Okay. May I, first of all, respond by saying I appreciate your input there. Having taught public school for something like 20 years before I went to Rutgers College - and I have been there 10 years - I respect principals. I respect teachers. I respect administrators. And, you know, I have had student teachers for the greater part of that 30 year span, and I do not feel that there is political involvement in the selection of teachers, because I feel that education is the basis for every other profession. Therefore I feel a responsibility, and I believe that administrators, and teachers, and principals, feel that same responsibility of selecting a very competent cooperating teacher, because it is a partnership between a cooperating teacher, a student teacher, and a supervisor from the college. I would hope that my profession, to which I have dedicated my life, would not stoop to the political domain of selecting cooperating teachers, and I really do not believe that they do.

MR. STANG: I would like to add a point to that as well. As a Director of Student Teaching, the bureaucratic problem is that the paperwork we have is enormous. For example, under the present system we begin to receive requests for replacement in student teaching in November of the year before the placement actually takes place. And, from November through September, we are dealing with the schools to look for confirmations of placements. Sorry to say that even though there is a statewide formal agreement between the schools and the colleges, the placement should be approved no later than April 15th. Many districts do not approve these placements until the day school opens because teachers are not present in the summer, and for many other reasons. Now, can you picture our requesting placements from the City of Newark, with over 200 schools, where each school might have a teacher representative, and each representative would have to clear a list of placements? It would be such a bureaucratic impossibility that we would never get teachers placed.

So, really, you are adding to the administrative problem and delaying any possible placements we might obtain.

DR. MC DONALD: Roman numeral IV, I think we thought we were clear on what personnel will be involved in the approval process.

DR. NIXON: I am not sure we understood that because we came up with that question. Would you like to clarify that at this point in time, or should we re-read the document and answer our own question?

DR. MC DONALD: No, maybe I should re-read it. But, I thought we were clear. I am just wondering. The process essentially leaves it up to the agency that will be responsible, as the present agency is, to work out a system for picking people. It just sets some general characteristics that they ought to have.

DR. NIXON: Okay. Well, we did have specific questions, so maybe in the revision of the document, that can be more clearly defined.

DR. MC DONALD: What is bothering you about the personnel? Do you want certain types prescribed?

DR. NIXON: Not really, but having served on those evaluation teams, I know something about the value of the team selection, and I would hope it would be a broad-based team selection that would go in there and fairly evaluate the college or university, and not do it with any political domain in mind at all.

DR. HOLLANDER: I thought that didn't happen in education.

MR. JOHNSON: You exempted one group from doing that, and now you are suggesting another group might.

DR. NIXON: I hope I didn't imply that, Chairman.

MR. JOHNSON: Ms. Stilwell.

MS. STILWELL: Thank you. I want to go back, please, to the point under area number one, about the practical experience and removing the teacher again.

DR. NIXON: All right. Thank you.

MS. STILWELL: I appreciate your frankness, Dr. Nixon. And, Mr. Stang, your explanation shed some light on your reason for the problems it may create in some situations when a teacher has to be on this team. However, I think even though we want to, and would like to, eliminate the possibility of politics in education, we have to be realistic and recognize that there are still some places where it exists. We must protect those places.

DR. NIXON: Is your chairman hearing that comment?

MS. STILWELL: So, I would like to see those one or two places protected. Also, since the importance of the job that this student teacher does, to me, is so closely related to that training teacher, as I call it - we have various names--

DR. NIXON: That's okay.

MS. STILWELL: (continuing) --I would like to see a teacher involved with that group, and one who really wants to be there, and is dedicated to do the job, and not just picked by the administrator. And, unfortunately, I have seen situations where a teacher has been picked and told: "okay, this year it is your turn." This defeats the whole process, but it has happened.

DR. NIXON: It certainly does.

MS. STILWELL: So, therefore, I would like to have at least the teacher have the right to say no.

MR. STANG: Catherine, we follow the policy whereby we recommend that only teachers who volunteer for student teaching be accepted, and in many schools a list is sent around for teachers to voluntarily sign up.

MS. STILWELL: Yes, but I will go the whole hog and be honest. We have some teachers who will do things for a buck too, even if it is only \$50, or whatever it is paying now. Or, they will do it because they don't do a good job and they look at it in terms of a free period now and then, and that drives me up the wall because it does more harm than good. I think that the administrator must be there, and must be honest in selecting a master teacher, and that master teacher must be willing and want to do the job. I think they all must be involved.

MR. JOHNSON: Mr. Dynan.

MR. DYNAN: Speaking as a classroom teacher, and perhaps explaining some of the background to this, student teachers very often come to me and tell me stories - and this is not just the district in which I work; it is also other places - about where they are really not made welcome by the staff, sometimes to the point where they are not even allowed in the teachers' room. I think it is rather important to have the staff members since the staff is going to welcome these people, not just the administration.

I don't think in this we are trying to take the prerogative of the administration in selecting cooperating teachers. I do think what we are trying to do is make young student teachers feel more welcome by having somebody from the staff as a participant in their selection.

As I said, I don't think we are trying to take away the prerogative of the administration, but I feel it is vital in the selection of student teachers to use someone from the staff who has to work with these young people and who will be a kind of liaison between them and the staff. I think that person might serve a very vital function in the selection of a student teacher.

DR. NIXON: You know, I appreciate your comment, but having worked with really hundreds of student teachers, I have never seen a faculty room in which they were not welcome. Maybe that goes back to the college and the rapport that they had with the respective principal and with the teachers in the building. So, maybe we are really not talking about the public schools, but maybe we are talking about it from the higher academic point of view. Because I have realized that they would be very welcome. I am very welcome. I eat lunch in the schools that I visit, and I feel very much a part of them. Even when I was a teacher in the public schools, and I saw student teachers coming in -- because they are the replenishment of the teachers presently in the building -- I found them very accepted.

It dismays me. It makes me very very badly to think that that would happen in a school, and I hope it is singular.

MR. JOHNSON: Dr. McDonald has a couple of questions.

MR. STANG: Excuse me, but I have two very important items to support your concern for prescription. We heartily endorse many of the prescriptions you have here, and as a Director of Student Teaching, I wanted to make it very clear that at some colleges we are hampered in supervision by union contractual agreements.

Regarding the number of visits for supervisors, the practice varies in the colleges as to how many visits are made by a supervisor to a student teacher. At the State colleges, some of the colleges have union agreements, for example, limiting the number of visits to three or four, which is not nearly enough to do the job. When a supervisor goes out to visit three times or four times over a sixteen week period, that supervisor is not performing the task of training - I am talking about the supervisor from the college - because when you visit three or four times in sixteen weeks, all you do is to evaluate the progress the student is making, but you are not performing a training function.

What I am talking about when I say performing a training function is, when you observe a student teacher and you give a suggestion for improvement, you have to return shortly thereafter to see whether that improvement is being implemented or not. Under the current system, that is not done. It can't be done when you visit only three or four times over a sixteen weeks period.

So, we feel that it is very important that a visit a week is be one. It is a very sound and rational recommendation to improve the process of training of teachers.

The other item is--

MR. DYNAN: Can I speak to that point?

MR. JOHNSON: I'm sorry to cut you off, Mr. Stang. Yes, Mr. Dynan, proceed.

MR. DYNAN: Just a short one, speaking to that one point, I would like to answer that. In fact, you are the first person I have heard that has really put it on the line. I think also the supervisor from the colleges has an opportunity to speak with the cooperating teacher. Not having had hundreds of student teachers, but having had fifties of them in my career - many, many student teachers - I found, for example, that if the cooperating teacher wants to speak to the supervisor, it has to be during the gym period or some other opportunity: when he is out of class, etc.

I think there should be an opportunity not only for supervision by the college person with the student, but also with the cooperating teacher; it should be kind of a trio working together. I think that is one of the problems that we have to address too.

MR. STANG: Your other recommendation that--

MR. JOHNSON: I am going to ask Dr. McDonald to speak. Your other concern I am going to have to ask you to put in writing to this Commission. Dr. McDonald.

DR. MC DONALD: You are saying something now that is quite different from what the deans have said.

MR. STANG: Right.

DR. MC DONALD: You are the people who work closest with the student teachers. You have the direct experience, and you are saying that you like the idea of the one a week, at least.

MR. STANG: Absolutely. And, the specification of a full semester of student teaching is the other extremely important point there.

DR. MC DONALD: Do you know for a fact that the number of visits is actually in any union contract at the present time?

MR. STANG: It is at our college. There is local negotiation--

DR. MC DONALD: (interrupting) Which one item? Could you identify it?

MR. STANG: Right. We have local negotiations, as well as State negotiations. And, our local administration has an agreement to make three or four visits to the student teacher.

DR. MC DONALD: And, no more?

MR. STANG: It doesn't say that. It just specifies three or four. Now, at other colleges a supervisor is assigned a certain number of student teachers, but the instruction is that you make as many visits as are necessary to do the job correctly. But, when a union agreement says that you make three visits, then that is it.

MC DONALD: Do you know how universal that is in the union contracts?

MR. STANG: It exists in at least one of the eight State colleges, and I suspect there are several more. But, the common ratio at all of the State colleges is close to that.

DR. MC DONALD: I am not speaking of the numbers. If it is a matter of a union contract, the effect of this is to remove that item from bargaining. That is an important point for us to know.

MR. STANG: Right.

DR. MC DONALD: If it is just a few places that have been testing it out and getting it into contracts, and deans and so on have been agreeing to it, then it may not be that big a matter from the negotiating point of view.

MR. JOHNSON: Let me pick up on that one question, in terms of your affirmation of weekly visits -- and surely you are concerned about the best use of your time -- you are suggesting in that affirmation that you doubt there will be a discovery of need for less, or that there is enough agenda, if you will, to have those visits. Is that true? What makes you believe that--?

MR. STANG: Absolutely. Let me specify that. We have, at our college, a list of sixteen competencies to be checked out for each student teacher. It is a common feeling among the supervisors that they can't possibly do that in a visit.

All right. Now, they make three visits, and all they can do is to check off this list of competencies in the time they are there in three visits. Now, if they visit once a week, they have to perform a function of training as well as evaluation. Right now, all we are getting is evaluation, and the training process is completely up to the classroom teacher, who is not trained, really. She has no training whatever to train student teachers. She is there every day, but she is not a teacher-educator, per se, by definition. The teacher-educator at the college is getting out there three times and only has these times to write an evaluation.

MR. JOHNSON: Dr. McDonald, one more question and then I am going to have to move on.

DR. MC DONALD: Okay. You are concerned about that category. You want another category?

MR. STANG: The approval or disapproval. Right.

DR. MC DONALD: Now, the way the Report is written at the present time, they have five years in which to meet the basic standards.

DR. NIXON: So, what are they given, a disapproval evaluation at that point in time?

DR. MC DONALD: If they don't meet the standards within five years, yes. But, my question is, don't you think five years is enough?

DR. NIXON: I think that is extensive. I think that is too extensive.

DR. MC DONALD: Don't you think five years is enough time to--?

DR. NIXON: (interrupting) I think that is too much.

DR. MC DONALD: That is too much time?

DR. NIXON: That's right. That is why we are saying it should be approved for disapproved. There should be a third category of maybe not satisfactory at the time, but a defined period of time -- and certainly not five years. That is a whole crop of teacher-educators to go through an unapproved teacher education program. Too long. Would you want your child - and I ask myself that question - to go through a program that was not approved? I certainly would not because it would not give them reciprocity with other states.

DR. HOLMES: Let me clarify that right now in terms of our current process. The current process is that once a college program is reviewed, if in fact an area is found not to be satisfactory or approvable, colleges are given two years and then a team comes back. In many cases colleges are very anxious to get those approvals, and within a few months, or within the next school year, they are anxious to have you come back to approve those programs.

DR. NIXON: Exactly, which is much better than to extend it over a five year period of time. It is too extensive.

DR. MC DONALD: I still want to ask the same question. There is an interim period here. Why couldn't the colleges meet the standards the first time around within that period of time? You are talking really about what happens once they get tooled up. That is the same thing here; under the old system, you are operating under the old standards too.

DR. NIXON: Okay. If I may, again, personally return to it, having done these evaluations. If a college does not have a course to meet the necessary demands, then we recommend that that course become part of a curricular. Sometimes that course has to be designed. It has to go before the course of study, and it must be approved by the college or university. So, you see there is a process time there that happens. So, that has to be given before it can become part of the curricular.

DR. MC DONALD: Let go over this again, because I know you people have been involved in evaluations. If the Chair will bear with me.

MR. JOHNSON: Okay. I just need to remind you that if we don't limit our testimony and limit our questions, it is going to prohibit some persons from participating today. I am concerned about that. Let's have one final question. There may be an opportunity at lunchtime to discuss this. We have already had almost a half hour presentation here and we are trying to limit it to five minutes.

DR. MC DONALD: Okay, I can talk about it later.

MR. JOHNSON: Okay. Thank you.

DR. NIXON: Okay. Let's talk more about it then.

MR. JOHNSON: I would now like to call on Dr. Theodore Provo from William Paterson College.

Thank you very much, Dr. Nixon.

DR. NIXON: Thank you, sir.

MR. JOHNSON: I talked to Dr. Provo this morning. There has been a cancellation by Sister Rita Margaret, and Dr. Provo had called in to be put on at this time. Dr. Provo.

D R. T H E O D O R E P R O V O: Thank you. I want to introduce John Huber, my Field Director at William Paterson College.

Instead of spending all of your time going through the "me too's" in reference to support of many of the things my predecessors have discussed, I'd like to talk about a couple of different issues.

For example, on page 26, under the Undergraduate Program - Practical Experiences. I would like to create-- I hope you understand that when your Commission is gone, the deans are going to be left to try to determine, or interpret, what your Commission meant to say at the time it meant to say it. So, I am trying to get through to define a few of your processes.

Let me give you an example: Let's say Mr. Watson is on my staff, a full professor, and he normally has a twelve-hour academic load. He has three economic courses. In William Paterson College it is a three to one ratio, so he has nine student teachers for three hours. He has a twelve-hour load -- nine teaching hours, and three hours for student teaching. That last minute registration that he normally gets - he is normally well subscribed - makes him under-subscribed, and now I have a full time professor that has a nine-hour load. Under your conditions-- What I have done in the past, I have had the flexibility of being able to say, "All right, instead of taking nine student teachers, we will assign you eighteen student teachers. That will give you a six-hour block of academic courses, and eighteen student teachers, for a twelve-hour load." Under your conditions, under that statement, it says that I cannot assign more than ten. So, now I would have a full-time faculty member with only a nine hour academic load, and I receive the wrath of my President and everybody else because of that.

You have to give a little flexibility in there and say: "Yes, we recommend, or suggest, that there only be ten; but in emergencies, you could exceed that particular amount." Do you see the kind of a problem that I am tied to? It is a little bit different, but it is a problem that I am going to have to try and interpret during the course of a year.

The second kind of a problem that reiterates that same type of thing is on page 34 - Academic Standards Section 15. I would appreciate it if your Committee could tell me what was the intent of the words: "performance on examination." I think what you were trying to say is a "comprehensive examination," but as you left it there, it is wide open. If the intent is to leave it wide open, fine. If you want the deans to interpret that, that's fine. But, if you don't interpret it for us and we have had to interpret it, we would have a choice of saying, "performance on examination" and that could be a comprehensive examination given by the college; it could be a national teacher's examination given by the college; it could be a written or oral examination given by the college. Fine. If you

want us to interpret that, we will do it. But, just let us know so that we are not trying to interpret what you wanted us to do before we knew what it was.

MR. MC DONALD: Excuse me, where are you on page 34? I either have a different page number or--

MR. JOHNSON: Some of them are working from the first draft.

MR. PROVO: I think that is probably the one I am working from.

MR. MC DONALD: It is Section 15?

MR. PROVO: Yes. I think your reference was that you wanted each student in his senior year to take a comprehensive examination. But, you don't specifically spell out that you want it done in the senior year; you don't specifically spell out that you want the college, a national exam, or whatever. If you don't want to spell it out, fine; we will interpret it, and we will spell it out within each college. That's all right. Just let us know that is where you are coming from.

Another issue that I would like to address is the transfer student. We in Paterson College get hundreds of transfer students, many from colleges that do not have pre-education programs. Do you want us to say - as you have said in your preliminary announcement - that these transfer students must take the same course as you are prescribing to our freshmen and sophmores, and if so, what do you want us to take out of their program in lieu of that? If you want us to say that we can accept them temporarily until they make those requirements, fine.

You are saying that the freshmen must have a certain experience; you are saying that the sophmores must have certain experience; but, when they transfer and they are juniors, you make no statement that the junior college transfer has to take those kinds of courses. If you are implying that, fine. We will accept that and we will make them take those courses. But, we will have to look at the program that they have already experienced and substitute something in lieu of that.

MR. JOHNSON: That's assumed. Go on.

MR. PROVO: All right. I also want to comment on the statement that was just made moments ago which relates to conditional approved or unapproved, in reference to page 72, Program Evaluations. You made a reference here about what is due process and what isn't due process. I have had, just recently, a situation in which a department had two deaths and a retirement. If an accrediting agency had come in at that particular time and looked at that particular department they would have said it was ill prepared to do the program and that it was very much understaffed. So, if I was being accredited, I would have gotten a disapproval at that particular time. You have to leave some kind of an appeal process, or some kind of a conditional process.

MR. JOHNSON: Chancellor Hollander wishes to speak to that point.

DR. HOLLANDER: Let me speak to that. You know the way accrediting associations work. An accrediting association comes in and looks at a strong program. That program may have one, two, five, or eight deficiencies, but it is fundamentally a strong program. They are going to approve it.

MR. PROVO: Okay.

DR. HOLLANDER: They are also going to recommend to the institution: "you have some problems here; you ought to take care of them," and the

institution will take care of them. On the other hand, if an accrediting association comes in and finds a program that is fundamentally weak and in chaos, they will disapprove it. And, whether you meet requirement "a" or requirement "b", they will still disapprove it. I think that is essentially what the document is saying.

MR. PROVO: Fine.

DR. HOLLANDER: The program is approved or it is disapproved. Now, it may have weaknesses and it may have strengths, but there is a judgment that needs to be made as to whether this program is an adequate program, or it is an inadequate program.

MR. PROVO: I have no trouble dealing with that, because we at Paterson have been approved by all. It has been given excellent. But, I just wanted you to define that so I would know where you were coming from.

Right now I would just like to explain to you that William Paterson Colleges are in the process, within the college structure, of defining general education requirement. Each college has done that, and is in the process of now negotiating within the college to strengthen the general education requirement. If you suddenly legislate fifty credit hours, without giving us that flexibility within the fifty, you are taking away the academic freedom, as perceived by my staff, of being able to bargain, or delineate their structure with the other colleges within William Paterson College. Each college puts out a program, and we are trying to iron it out within ourself to improve our general education requirements. If you were to legislate what we should have, you would take away -- they perceive that you are taking away their academic freedom to make their own decisions concerning that.

Those are some of the different issues that I thought I would address. I want to thank you for hearing me out.

MR. JOHNSON: Thank you. Are there any other questions? Dr. McDonald.

DR. MC DONALD: Your first point is a point that has come up a number of times, and that is that you as the dean have to have flexibility to move people around. Now, what we are concerned about is the quality supervision given persons who are doing their student teaching.

MR. PROVO: Right.

DR. MC DONALD: And, I am sure you are too, but you have an administrative problem. How can a faculty member supervise eighteen student teachers and do an adequate job? Now, if you are going to say that he or she can supervise eighteen student teachers, and do it frequently and do it regularly and cover all the different kinds of experiences that the student is having, I don't know how it can be done.

But, you have a problem. Isn't there some other way of solving a problem without taking it out on the hides of the people who are learning how to teach?

MR. PROVO: Very often we try to do that. We would not assign eighteen unless there was an emergency situation. We normally try to assign nine, or a three-to-one relationship. Only under dire emergency would we assign more than that particular number.

But, as you stated, I can't. You don't give me that flexibility

by saying: You do have some exceptions where you might be able to exceed this particular number.

DR. HOLLANDER: Of course you do. If an accreditation comes in and finds that as a general practice you are assigning eighteen persons per faculty member, they are going to take exception. On the other hand, if your general practice is nine and somebody identifies a crisis in which you have to assign eighteen, nobody is ever going to raise a question like that.

MR. PROVO: I just want you to understand that, and it is stated so I can fall back on that when I have to make those kinds of decisions.

MR. JOHNSON: Dr. McDonald, do you have any other questions?

DR. MC DONALD: Are you objecting to half the program being general education?

MR. PROVO: Yes. At present, we at Paterson College, in the School of Education, have thirty hours. You are indicating that you would like us to have fifty. We are moving towards fifty, and we would like to recommend that in this area. But, presently we have thirty. If you were to come in and say to us, "You must have fifty" that would--

DR. HOLLANDER: Thirty hours of general education is all that a teacher education major requires?

MR. PROVO: That's correct.

DR. HOLLANDER: Wow.

MR. PROVO: There are some departments that go as high as forty-five, but the basis for the college is thirty.

DR. MC DONALD: You tied into a kind of political negotiation that goes on between faculty. Wouldn't your hand be strengthened if the Commission says you have to have at least half? We have had criticism of the one-third, one-third, one-third. There seems to be a valid point there. But, don't we strengthen your hand by giving you some kind of a statement and you get out of that political process? It is the candidate himself who is negotiating with the math department about what they ought to take.

MR. PROVO: Where the difficulty comes in is obviously defining what a general education requirement is. That is where the campus political battle takes place.

I am sure if your interpretation of what we are doing is thirty hours, somebody else's could be forty, depending on what you define as general education requirements, if you follow my logic.

For example, in some situations, say a health course, some colleges say a health course is a general education requirement, and others say it is not. Do you follow what I am trying to say?

So, by some standards we would easily exceed fifty. By other standards, it would still be thirty. So, it is a question of interpretation of general education that the college itself would have to deal with.

DR. HOLLANDER: How are these political decisions made? What is the process?

MR. PROVO: Presently we are working through each college putting together a package. It now goes to the College Senate, and is being discussed college-wide. Then it comes back the Council of Deans, and then to the President, and then on to to yourself and others.

DR. HOLLANDER: I don't think it gets that far.

MR. JOHNSON: Thank you, Dr. Provo.

DR. PROVO: Thank you.

MR. JOHNSON: I will call at this time Dr. Lillian Putnam. Included with Dr. Putnam will be Dr. Edward Fry. Dr. Putnam is the Director of the Reading Clinic at Kean College, and Dr. Fry is the Director of Reading at Rutgers Graduate School. We are going to combine these two witnesses.

D R. L I L L I A N P U T N A M: We appreciate the opportunity to appear together because we are both representing the New Jersey Reading Teachers Association.

Many of the previous speakers have addressed the total document. This morning, since we are representing the Association, we are going to address our remarks, very briefly, to one particular aspect of this. We applaud your purpose in trying to upgrade teacher preparation. However, we believe there is a major potential danger in the proposed plan.

I think the Commission should be aware of the fact that several years ago the Professional Standards Committee of the NJRA responded to the great demand from the teachers in New Jersey. That demand was that all teaching certificates in the State of New Jersey should have, within their certification, two required courses in teaching reading.

Now, demand came from the teachers in the field themselves who saw that need, and our Professional Standards Committee brought it to the Board of Examiners, and it was finally approved and mandated, there were to be two required courses in the teaching of reading.

Now, as we read your document, we realize that the proposed plan makes no mention of this fact. People this morning have talked about general plans and specific plans, and I am drawing your attention to a very small, specific, but very important, item. Unless it is specifically mandated, this will be lost.

Reading is a basic skill, and every teacher should be knowledgeable and able to teach it.

DR. HOLLANDER: Could you tell me why? Why would it be lost if it is not mandated by the State?

DR. PUTNAM: It would be lost because we didn't have it before it was mandated, and it would not be certified; it would not be required. Dr. Fry and I worked five years with the State Board of Examiners to get that mandate, and it has been very successful.

DR. MC DONALD: This doesn't change the mandate.

DR. HOLMES: Dr. Putnam, if I may, I think that the requirements as specified in this document in terms of the individual organization, group, or board that will be responsible for certification in itself is the State Board of Examiners. I don't believe that the document says in any way that any requirements that have been in force or active as of now will be changed in any way. I think the document specifically refers to the programs within the colleges, and although we have specified that you must take intercultural relations, as per an act of the Board, you must continue to take reading. This document is in no way endangers that requirement, if I am correct, in terms of the members of this Commission.

DR. FRY: That's news to me, and it is good news.

DR. HOLMES: Okay, I'm glad.

DR. PUTNAM: If that is true, the problem is how to get that into the required credits, or the minimum of credits that have been put at the undergraduate level.

DR. HOLMES: Programs will still have to be approved to meet certification requirements, and if certification requirements are such that reading and other courses are necessary, I see no reason that one is substituted for the other.

DR. FRY: Well, I, like a lot of other people, read the preliminary report and saw no mention of methods courses, and no mention of the reading requirement, and that is why we are here.

DR. HOLMES: The reading requirement is still on the books.

DR. FRY: And will be on the books with the new credentialing procedure?

DR. HOLMES: Well, that is something that, once again, when the Administrative Code is changed after what comes out of the Commission ultimately, in terms of the final proposals and the adoption, will, at that point, will be discussed. But, as of this Commission, we have no intent to remove that.

DR. FRY: I see.

DR. MC DONALD: Do you favor the State Legislature making curriculum for teacher education programs?

DR. FRY: Well, speaking personally, I think the State Board is the right place to do it. I am satisfied with the governance of the State Board of Education.

DR. HOLLANDER: Do you think they should mandate curriculum for the colleges?

DR. FRY: I think they should have a say in teacher certification, that's right. Taking this reading requirement into account, the State Basic Skills Test and the ferment in the inner-cities was largely about reading, and we couldn't get reading into the Teacher Certification Programs any way with a shoehorn. Many of the people who testified for you today were people who were down at the State Board saying, "we can't do it; there is not enough room in the curriculum. There is no way we can do it." Yet, the State Board went ahead and passed it and every college is doing it, and seemingly with very little strain. So, the deans and the department chairmen went down and testified against this, and fortunately the State Board supported it. So, I support the State Board. (laughter)

DR. MC DONALD: That is not self interest.

SENATOR FELDMAN: As a legislator, I yield to the State Board. (laughter) They are professionals. But, sometimes we do get into the act if we feel there is an action by the State Board and there is something that should be done. The non-professionals then get into the act. But, I personally share that same feeling. I would like to leave education with the professionals.

DR. PUTNAM: Good. I believe you should also.

DR. HOLLANDER: Could I ask another question?

MR. JOHNSON: Yes.

DR. HOLLANDER: Do you believe the State Board should mandate the study of New Jersey history as a requirement for teacher education?

DR. FRY: They could.

DR. PUTNAM: It is in many other states.

DR. MC DONALD: Really, the point of that question is, where do you draw the line?

DR. FRY: That is a matter of politics and value judgment.

DR. HOLLANDER: As long as it is not education.

DR. PUTNAM: I believe you should also know that there is no provision for undergraduate, general method courses. Particularly the diagnosis and remediation of learning disabilities is presumptuous if it precedes methods of teaching for teaching developmental courses.

An intern teacher should learn how to teach normal developmental courses before coping with disabilities, and I would strongly still suggest that somehow this be allowed to be mandated into the prescription.

DR. MC DONALD: We have been hearing that same thing about methods courses. The intent of the document is to only specify those things that the Commission happens to think needs to be specified.

As I understand it, the way it is written, the assumption is if you want to put methods courses in, put them in. We keep hearing testimony that we are too prescriptive. Then somebody will come up and say: "You haven't done this and you haven't done that." What this document does in its present form is it lays out those areas where the Commission believes something should be done. It is not tampering with anything else.

DR. PUTNAM: Well, as we read it, the number of credits allotted to undergraduate education is so minimal that it is going to be very difficult and hard to get reading courses into general education courses.

DR. HOLLANDER: Do I hear you saying that what has happened to teacher education at the undergraduate level is that there have been so many mandates and so many requirements in the professional field that there is just no room for liberal arts anymore?

DR. PUTNAM: No, I think what we are saying is that under the proposal as you have it now, it would be very difficult to get courses in the teaching of reading into the required number of courses that are specified.

DR. HOLLANDER: What should be taken out, in your judgment, in the prescriptive requirements in the Report to make room for reading?

DR. FRY: First of all, trying to educate a teacher in four years is getting more and more ridiculous.

DR. HOLLANDER: Well, it says five here.

DR. FRY: I would think we should think in terms of it being a mandatory five year package right off the bat, if you want just a suggestion. California did it. They did it for secondary teachers twenty years ago, and for elementary teachers about ten years ago, and it is working very well.

DR. HOLLANDER: So, you would argue for a five-year baccalaureate?

DR. FRY: No, a five year teaching certificate. A baccalaureate is something you don't grant, and we don't grant; the college grants the baccalaureate. But, you have control over teaching certification.

DR. HOLLANDER: I see.

DR. FRY: I would say go to five years because there is just too much demand on it.

DR. MC DONALD: Isn't that what we have done by requiring the

Masters degree?

DR. FRY: Sort of.

MR. JOHNSON: Or the equivalent thereof.

DR. FRY: Well--

DR. PUTNAM: You see the problem, with all due respect to the Commission, is that some of these people will go out and start to teach with a temporary certificate. They may have had no courses in the teaching of reading of all, and you are letting them loose in the public schools.

DR. MC DONALD: I really don't understand. I would like you to help me with this. Right now it is mandated that they have to get it before they can be certified at any level. That has not been changed. Are you anticipating that as these changes are made somehow that mandate is going to be undone?

DR. FRY: That's our fear.

DR. PUTNAM: What guarantee do we have that it will be in?

MR. JOHNSON: Dr. Holmes.

DR. HOLMES: I think a clarification is necessary because we have been battling with this question most of the morning. There currently exist, and you are familiar with this, regulations for certification which outlines the numbers of courses -- and that is the other route, outside of the approved program. That document in my opinion would no longer be. What we are saying is that individuals who are taking courses to become certified and adding up these courses and coming up with a number and saying they are now certifiable -- that process will no longer exist. If I understand correctly, your fear right now is in terms of the State Board Administrative Code. That is where those six credits currently exist, in the code that they should take these six credits, and in the regulations that they should take these six credits.

If, in fact, that document will no longer exist, the other route to certification - the minimum requirements - concerns you in that those six credits which are now required are not mandated in the approved program route outside of the minimum requirements that are requested of you in the document. That is your fear right now.

I don't think that decision regarding the total elimination of the minimum requirements--

DR. HOLLANDER: It becomes an equivalency problem.

DR. HOLMES: That's right; it becomes an equivalency problem, and I don't believe that the Board has currently, firmly addressed that yet, to my understanding, in terms of the total elimination of those requirements. That's our problem.

DR. MC DONALD: How about a statement like this? I just want to get your reaction. This is not a commitment, because I can't make a commitment. It would say something like: "This document does not in any way undermine the present requirements for certification."

DR. FRY: That would be very helpful.

DR. PUTNAM: That would be reassuring to the whole State.

MR. WATSON: But, clarification only by way of implication. There is a pervading fear across the State that because of the extensive prescriptions of this Commission that something has to go, so these people are expressing legitimate fears, and they are just the top of the iceberg.

DR. PUTNAM: That's right.

MR. WATSON: Something has to go. I don't know, Mr Chairman, how any member of this Commission, or even the Commission itself, can assure these people that reading is not going to go. So, I think we ought to just say we will discuss that later on.

MR. JOHNSON: The Chancellor would like to make a point too.

DR. HOLLANDER: You have a good point there. I think we are discussing an issue here that seems to have come up. If Paterson now has a program of study which requires only twenty-five percent of the course work in the arts and sciences, and this Commission recommends - and presumably the Board adopts this, based on the Commission's recommendation - the requirement for fifty percent in the arts and sciences, then Paterson is going to have to reevaluate their curriculum, and eliminate whatever professional courses it now gives in order to be able to provide that broad-based education for the potential teachers. I guess the value judgment that this Commission has made is that fifty credits in the arts and sciences is critically important for anyone who is going to teach in schools, and the colleges need to design a program that accommodates that fundamental requirement. I guess the issue gets joined in that sense.

DR. FRY: Incidentally, very few teachers at Rutgers have a major in education; most of them major in something else.

MS. STILWELL: We have two other folks here, Dr. Edward Fry and--

MR. JOHNSON: Dr. Fry is at the table there.

MS. STILWELL: Oh, you are here.

DR. PUTNAM: We are Putnam and Fry.

MS. STILWELL: What about the other one from Montclair? Is that person here? Are you thinking along the same lines? I was just wondering if all the reading people have the same concerns.

MR. JOHNSON: Dr. Putnam and Dr. Fry have expressed that concern.

DR. PUTNAM: We joined together already this morning.

MR. JOHNSON: Okay. We thank you for your testimony.

DR. PUTNAM: Thank you.

DR. FRY: Thank you.

MR. JOHNSON: I would like to call on Dr. Dorothy Welle, Coordinator Undergraduate Reading Program at Kean College.

D R. D O R O T H Y W E L L E: As you will notice from my statement, I am appearing under a number of hats. I am the Vice President-elect of the New Jersey Reading Association, the Coordinator of the Undergraduate Reading Collateral Program of Kean College, a New Jersey permanently certified teacher, a reading specialist, and a learning disability teacher consultant, and as a concerned citizen for the future of education in New Jersey.

In my review of the Commission's report, I have been pleased to note a return to some standards which existed when I graduated from the Baccalaureate Program in 1963, namely the return to a greater emphasis on general education, an expansion of the time spent in the classroom at the upper levels, and a return to initial certification rather than permanent certification at the conclusion of an undergraduate program.

However, I did have two areas of concern as I read the document. It appeared to me as if there might be a significant imbalance between the time allotted to practical experience and the time allotted for students

to obtain background knowledge and understanding of the scope and sequence of the content that will be involved in teaching.

Practical experience, as has been previously said by some others, does not a teacher make. It is the application of theory into practice that is important, and it seemed to me there was a scarcity of time allotted for that.

In the statement I have given you, it appears, as I interpret this, that there are 50 semester hours of general ed; 32 semester hours in a non-education major; and then 32 semester hours is spelled out as one full year of supervised practical experience. Now, in one place, on page 34, it says: "This 32 semester hours shall be one-quarter of the total of -- I am assuming 128 semester hours, total. That appears to be divided in this way: Three semester hours pre-admission to teacher ed; 180 hours at the junior level, on page 27; and then, on page 34, I think it is, you say, "...a full semester, full time, senior teaching experience." Now, if we interpret that back into hours - six hours a day, five days a week, for sixteen weeks - we would get 480 hours of full time practical experience.

You then go on to designate 16 semester hours - I am using your quote - "...one-eighth of the total semester hours for graduation..." for study in the field of education in psychology, and you seem to spell out, very specifically, the content that would be appropriate there.

DR. HOLLANDER: Could you give me the page reference on that?

MR. JOHNSON: It is on page 33.

DR. WELLE: Yes, page 33.

DR. MC DONALD: Would you also label when you are talking about working and when you are talking about credit hours?

DR. WELLE: Yes.

DR. MC DONALD: I think we have asked for 180 credit hours.

DR. WELLE: No, you say 180 hours, and I am assuming that means actual hours in the field. I think that is what you said, on page 27.

MR. JOHNSON: Okay. Let's see if we can go through the whole testimony, and then we can question Dr. Welle.

DR. WELLE: The time spent in practical experience, it appears to me, is twice that allotted to attaining knowledge and understanding areas of instruction, and these appear to be rather fuzzily placed in the document. For instance, on page 28, in connection with the senior student teaching experience, you say: "...should design appropriate theoretical and methodological work to accompany senior student teaching." One means of this might be to integrate methods courses into the field experience component. However, you then say, "...full semester, full time student teaching," which appears to leave no way to do that.

The second area of concern speaks to the area of content knowledge, but again it is specifically directed to the area of math and reading. The Department of Education is presently engaging in program review in many of the schools, and in their document which is guiding that review, I am quoting from a chapter on Summary of Research, page 3: "A variety of alterable staff characteristics has been identified by researchers as important contributors to student learning. A teacher's knowledge of the

content area he or she is responsible for teaching is one factor. The rationale is that the teacher who knows reading or math content is better able to teach it to students. Further evidence of the importance of teacher knowledge of content area comes from a study comparing high and low performing schools - Delaware Department of Public Instruction, 1977. A salient characteristic of the teachers in high performing schools is their knowledge of the structure and substance of the subject being taught."

A few years back, as was mentioned by Dr. Putnam and Dr. Fry, it had been mandated by the Board of Examiners that a minimum of six semester hours in the teaching of reading should be required. There appears to be no way in which this standard would continue to be implemented in the Commission's Report. I would respectfully urge the Commission to review its standards toward this goal, if we are specifying in any area, as appears to be done under this sixteen semester hours in education of psychology.

DR. HOLLANDER: Where do you see that?

DR. WELLE: On page 33. Just let me finish, and then we will go back to that. I would urge that you consider including six semester hours in the basic skills area of reading development, and also give consideration to the inclusion of semester hour requirements in the area of preparation for the teaching of mathematics skills, especially at the elementary level where teachers are doing a comprehensive teaching job.

All right, now let's look at that. You wanted to look at page--

MR. JOHNSON: Thank you for your testimony. Now, let's have some questions. Dr. Hollander.

DR. HOLLANDER: Yes. You keep referring to this paragraph on page 33 as educational psychology.

DR. WELLE: Yes.

DR. HOLLANDER: First of all, it says, "Field of behavioral sciences", which I have learned includes a wide variety of behavioral sciences, or which psychology, not experimental but behavioral, might be one. So, part of the field of psychology is applied here. It says, "Courses taken in fulfillment of this requirement should provide studies in the area of child and adolescent development, principles of teaching and learning" - which may or may not be psychology; it may be sociology as well - "group processes and behavior management" - which could be any number of disciplines outside of psychology - "abnormal psychology" - which is clear - "diagnosis or learning disabilities, construction interpretation of tests, and personality theory." I don't know why you would draw from that that that is educational psychology.

DR. WELLE: Yes, and I think you have a point there, that perhaps my designation of educational psychology was too narrow.

DR. HOLLANDER: This goes through the whole behavioral science field.

DR. WELLE: Yes, I agree. However, you do, under those sixteen semester hours, spell out, very specifically, the types of courses which you will consider, none of which--

DR. MC DONALD: No, no, that's not true.

DR. WELLE: It seems to.

DR. MC DONALD: It just lists some examples.

DR. WELLE: "courses taken in fulfillment of this requirement should" - should - "provide studies...."

DR. MC DONALD: Big difference -- "...should provide studies...."

DR. WELLE: "...in the areas of...."

DR. MC DONALD: I think we should pursue this at the practical level because it was pointed out to me that the ed psych courses include some of the topics that would be in there. And, a staff member pointed out that what we have done is allot 15 credits to that body of knowledge. We are talking about a body of knowledge, a rich background in the behavioral sciences. It is not-- It seems to me it doesn't say you have to have a course in adolescent psychology. Certainly somebody teaching in high school should have a course -- course material, course content, or something - in adolescent psychology, but that doesn't say you have to have 3 hours of adolescent psychology.

DR. WELLE: However, in that area there is no mention made of specificity of content for methodology, it doesn't seem to me. That does seem to be addressed on page 28 - if you look at page 28 - to which I referred before, in connection with a senior student teaching experience, a full time, full semester teaching, as spelled out on page 34. It says here that the college faculty and supervising teachers should design appropriate theoretical and methodological work to accompany this practice. But, it also seems to say that the student should be engaged in full time, full semester teaching, and I am not quite sure where you see our being able to teach methodology courses under the statements that you make here.

Perhaps you intended in some way--

DR. MC DONALD: No. You have 12 units of field work in the junior year. What are you going to do with those 12 units?

DR. WELLE: I am not quite sure where you find that in the document.

DR. MC DONALD: Leo, can you help me on that?

MR. KLAGHOLZ: It is specified in terms of context hours. Credit hours were used consistently.

DR. WELLE: I think that is one of the problems that I was having as I went through it. In one place you speak of semester hours, and in other places you speak of number of hours, and it makes for difficulty in determining exactly what the Commission means.

MR. KLAGHOLZ: It is a fraction of a total.

DR. WELLE: Yes, and I think that makes it very difficult for us to see how we are going to design a program which would get to some of the points that I have raised.

MR. JOHNSON: Okay. Thank you, Doctor Welle.

We will now hear from Mr. Evan Goldman, President of the Bergenfield Education Association.

E V A N G O L D M A N: My name is Evan Goldman. I am President of the Bergenfield Education Association. I am a member of the National Education Association's Board of Directors. I am Chairperson of the Science Department at Bergenfield High School and, most important, I am a classroom teacher.

I have read your preliminary draft and I realize that many hours of study and a great deal of concern went into the preparation of your preliminary report. I would like to thank you for your concern and your time.

One of my concerns, however, is that non-practitioners are determining what the requirements are for teacher certification and preparation. I feel that the majority portion of this body is only generalizing from what they idealize as being the best way to produce educators who will be able to cope with the many problems that they will have to face when they enter the classroom as first-year teachers.

Non-practitioners can only guess. Past practitioners can only try to remember. But, keep in mind that practitioners face these problems on a day to day basis.

When is the last time you sat with a student who confided in you a personal problem, a death wish, that the world was against them, that no one wanted them, asking you for help? Are you close to and aware of the current problems that young people are facing, or are you theorizing as to what they may be? In your recommendation #8, under Practical Experience, I cannot fathom how you can use ten years. That is more than half of the student's life.

Trenton based committees, boards and supervisors are CAPing the schools, they are PIPing the teachers; producing non-funded mandates for the schools and contributing to the general decline of the majority of school districts in the State of New Jersey.

People, we are being CAPed; we are being PIPed; we are being RIFed; but we are not encouraged.

I feel strongly about this word, "encouraged." I'm sure you want your monumental task supported by all educators--or do you? You've made your research based on the charge, page 1, "This Commission was created because of dissatisfaction with the quality of teachers graduated from the institutions of higher education in this state." Who was dissatisfied? Was there teacher input?

The introduction on page V states, "A necessary pre-condition for quality education in our public schools is quality teaching in our college preparation programs." Is this your statement of dissatisfaction?

The Commission is stating that the well prepared teacher is the teacher with a Master's degree and with additional course work. Advanced degrees are not going to make the difference in teacher preparation. It may fill the colleges, but it is not going to produce quality teachers.

Why not ask the teachers what they feel is needed in the preparation of future classroom teachers?

I feel that they need more hands on experience; more involvement in the day to day problems that the classroom teacher encounters. Philosophy of Education, History of Education, courses of this type are not of any use to the classroom teacher. They need humanistic education combined with hands on experiences.

I have seen many first-year teachers come into the school without any preparation in handling the day to day problems. A computer can present the multiplication tables, important dates in history or vocabulary--no feeling--no understanding--just a body of knowledge without any awareness of the individual needs of the young people.

A Master's degree or PHD does not guarantee that the teacher has those qualities needed to understand the needs of the student. Those degrees are just meaningless pieces of paper when it comes to helping a young person cope with everyday problems. On page 33 of the report, Standard X, Theoretical Studies, you state that 1/8 of the studies should be in this area. That is approximately five courses, one of which may be Group Processes, a humanistic type of education. On page 21 and 22, you state, "Our position...and understanding for the development of a humane person." Your program leaves very little room for the future educator to become that humane person. You are fairly specific in your recommendations in most areas, but here, on page 22, you leave the particulars up to each faculty.

During my teaching experience, it has been my privilege to teach at the college level at Fairleigh Dickinson University, where I have been an adjunct faculty member for the past sixteen years. I taught a course at one time, Science for the Elementary School Teacher. This course, at one time, was a required course for the elementary education major. Several years ago, this course became an elective. Removing the requirement takes a very important course away from the future teacher. Elementary teachers are required to teach all subjects to their classes. Their preparation in each subject is minimal, at best, and content courses are not stressed.

Your General Education Standard VIII, of 50 credits, page 31/32, has to be more closely combined with your Major Discipline Standard IX. There should be a different emphasis for elementary preparation. You do make some reference to that on page 33, but you do not carry it to a strong conclusion. Elementary school teachers need more general education requirements, not a major discipline. So much is expected of the elementary classroom teacher--areas of mathematics, science, social studies, reading and you can go on and on. They need more strong preparation in those areas to help them in their presentation of all areas to their students.

I feel that you can adjust your Theoretical requirements to be co-requisite with field experience so that the group approach can be used in discussing problems encountered and suggested ways of handling these problems. More time is needed in field experience. However, I don't feel that 1/4 of their preparation should be used for field experience. Combine Theoretical Studies, X, with Field Experience, XI, especially Group Processes and Behavior Management. The other academic theoretical studies can be left for graduate studies if the teacher chooses to pursue further study.

We are the most accountable profession in the world, and we seem to have the least responsibility in determining our needs and our future.

Why must teachers and the rest of the world always be on a collision course? Why can't we sit together and do a needs assessment and jointly determine the needs? I see some latent hostility in the report. In reading the section dealing with the evaluation of programs, there is a comparison and discussion of NASTEC versus NCATE. The underlying choice, it seems to me, for choosing NASTEC over NCATE is because the National Education Association is involved with NCATE. You make two references to that on page 61 and page 65. There must be an objective evaluation that should not be colored by who is supporting the program. It appears from some of those statements that if NJEA-NEA would offer you gold, you would turn it down.

Let me close by stating: Yes, I am a teacher advocate. But, please keep in mind that I am dedicated to my profession. I don't believe that degrees are going to make a person more qualified to be a teacher. I believe what has been demonstrated to me by an administrator that I respect very highly, my superintendent. Common sense

is a strong key to the future of our profession. Caring for the young people we are charged to teach is a strong key to the future of our profession. A piece of paper is not going to give you this. Encouragement, support, respect and assistance go a long way in helping to produce a teacher.

MR. JOHNSON: Questions or comments? Mr. Dynan?

MR. DYNAN: This is just a question of clarification. Mr. Goldman, you said that we have non-practitioners on the Newman Commission.

MR. GOLDMAN: I said the majority.

MR. DYNAN: Yet, may I remind you that the practitioners on this Commission are Mr. Murray, Mr. Watson, Mrs. Holmes, Mr. Dynan, Mrs. Stillwell and Commissioner Hollander. You also said, why don't we ask teachers. The sub-committee on this Commission went out and did ask teachers. We visited colleges throughout the state; we visited high schools throughout the state; we visited elementary schools throughout the state. We spoke to teachers; we spoke to administrators; we spoke to student teachers and we spoke to the college students and this report represents the conclusions that we drew from speaking to those people. So, I think, in the initial statement that you made, I think maybe your facts are a little foggy.

MR. GOLDMAN: No, I don't believe my facts are a little foggy. I believe differentiating between a present practitioner and a past practitioner is a valid statement. I feel that you may have gone all over the state to get your testimony. Fine. I still feel that you should have sat down at some time with the major representatives of the teachers of New Jersey, got the input from that Association, and spent a little more time in getting input from teachers.

MR. JOHNSON: Let me speak to that, Mr. Goldman. I have done that personally myself. I've had several luncheons; I've sat at licensure groups; I've spoke at NJEA conventions. I have continually affirmed and I think other members of the Commission have affirmed an openness to hearing persons out of their concerns. There, perhaps, have been times that we haven't sought persons out. That is a reality of human life. I think, just in terms of the demands for schedules and time, there hasn't always been time for the members of the Commission, but I don't think there has been anyone who has addressed the Commission or attempted to address the Commission who has had a deaf ear turned to them by members of this Commission. I think the Commission has --and I commend the Commission for functioning in that capacity. I must say, personally, for myself again, it took me a while to get aboard in terms of understanding and being appreciative of agenda and it is still taking me that time because I am one of the few persons who is not a practitioner, although I would say that I am one of the persons of any member of this Commission or anyone in this room who continually hears people in terms of their problems and deals with those problems. So, I don't see myself as a person who doesn't have the skills and the abilities not to be concerned and sensitive to problems. I don't think that the teacher profession has a corner on the market of being the most valuable vocation in the world. I think all vocations are important and whoever we are and whatever vocation we walk in life, we need to remember that in terms of our concerns and sensitivities to society as a whole. I'm sorry that teachers, and I am appreciative that teachers are feeling maligned in some ways as an institution in our society, in terms of some of the woes of society. But, I don't think, again, that is even unique to teachers. My suspicion is that that is happening in many areas, for many vocations, persons that are being critical. If the report--and I'm not sure that I would totally affirm that the original thesis of this, dissatisfaction with the teacher profession, but I would like to think

this report proports to say that teachers, like any other vocation, could better themselves and out of that kind of affirmation and the state's role in understanding clearly, as defined by the Constitution, it is the state's job to educate the children of our state. I think, with that kind of motive, the report has tried to say, how can we better the profession? Teachers are telling me continuously that they themselves are taking it upon themselves to get those worthless degrees, that some teachers are continuing to suggest: How dare this Commission recommend a worthless degree. How you would feel if--and I keep wondering about this if you are all in this thing together-- how would you feel, as a teacher, if we broadly said that all degrees from high school were worthless or that degrees from college were worthless? I can't see that any degree is worthless, in a sense. There is always some question about its relevancy, but at one point you talk about the need to help students understand all the problems that they face in life and I still firmly believe that part of that comes through the process of learning. A teacher too has to continuously learn and I don't see that the Commission is being irresponsible in suggesting some minimum guidelines, raising our standards, to better the teaching profession, to suggest some minimum guieslines for standards.

MR. GOLDMAN: Jack, I agree with you and I think that was well-stated. I'm not being facetious about that. I think your statement was well put. I think that after reading the Commission's report for the third time, I began to feel much better about the report. As a classroom teacher, I am very concerned with what is going on presently and it goes to the beginnings of the Commission. You know we can be blamed for everything. I'm trying to figure out when we're going to be blamed for the Chicago fire and the San Francisco earthquake.

MR. JOHNSON: It was a cow that knocked that over.

MR. GOLDMAN: Well, they will say that we taught the cow how to kick. What I am trying to get across to you is, you asked me if I think the papers are worthless. In order to get increased pittances from the board of education, we have to get these documents. That's called salary. I feel very strongly about putting together a body of knowledge. There are items I would like to pursue for use in my classroom. I have done a self-evaluation over the years and I have come away with a very warm feeling for a humanistic education. My wife is in that area. I have worked with many people, Jerry Edwards from the Adelphi Program, some people on the Monclair campus and I have found that the humanistic approach, understanding what people have to say, is best. I think there has to be a sensitivity, maybe, in commissions of this sort. We have an adversary relationship and I try not to have an adversary relationship, though most people don't think that. There is instilled, inborn in me an adversary relationship and if we were more sensitized to each other's needs, I think we could work better together. You have a monumental task, as I said, and we have a monumental task, and we're going to work to protect ourselves. That's the name of the game and if anyone is not going to protect himself in this profession, they don't deserve to be in this profession. I think self-evaluation is important. I know that many of my colleagues do a needs assessment, self-evaluation. It doesn't have to be dictated from a commission.

MR. DYNAN: Are you refering to teachers in general or are you refering to an association or yourself?

MR. GOLDMAN: I'm talking about teachers in general. I'm talking as a teacher.

MR. DYNAN: Are you speaking for all teachers?

MR. GOLDMAN: No, I can't speak for all teachers.

MR. JOHNSON: We are aware of that. Dr. Hollander?

DR. HOLLANDER: This paper, I think, was very carefully framed to provide, at the graduate level, for a wide variety of options and a wide variety of approaches to the completion of that equivalency. It does not require a Master's degree. It talks of equivalency. It does define six standards of competency that every program should cover, but it doesn't preclude. In fact, that list is really very short. It really facilitates a teacher like yourself or a teacher candidate, if you will, right now to define a program at the post-baccalaureate level that included humanistic studies-- you can do it through independent studies or attendance through another institution-- which would meet the requirements specified in this report. That's not being understood and maybe the report is not clear on that.

MR. JOHNSON: Mr. Goldman's statement, again, affirms what we heard at the second hearing and at the first hearing and I think we're going to expand. I know-- at least it will be my recommendation to expand on that statement of what that external degree should be.

MR. GOLDMAN: What I am trying to say, very basically, is that student teaching experience would be co-requisites with the humanistic, group dynamics, programs of that sort so that the people are assisted. I heard one of the earlier testifiers make a statement something to the effect that the classroom teacher was not able to fully direct or fully assist the student teacher in his or her preparation as a teacher, which I totally disagree with because we are the people in the field. We're looking for backup systems to help us and the person that's going to go into education is going to work with us in the classroom and we're going to give them the best of whatever we have faced. We've learned from our experiences and we're going to help those people learn from those experiences. It is a very important concept. But, to have someone set themselves at the college level or graduate level and say that we are the ones that do it and the teacher should be eliminated from that, I disagree. I mean, we're not just clones. We're someone who is going to do a very important service for education and don't discount us because we're not going to let you.

DR. MCDONALD: Our position was not the one that was stated here.

MR. GOLDMAN: I know that. I think that we have a lot to offer the Commission and I think that the Commission has recognized that there is a lot of similar concerns and similar concepts proposed, but don't discount us because we're going to be there every time you have a hearing and we're going to be there to offer. I hope that's accepted in that context.

MR. JOHNSON: Mr. McDonald has a statement.

DR. MCDONALD: There are two things that I think should be said for the record. One is about the teacher representation on the Commission. There is teacher representation. As somebody who helped with the preparation of this draft, I know that we listened very carefully to what they said and tried to fit that into the document wherever it could be. I think it has to be recognized that that was a formal recognition of the teacher in the work of the Commission.

The other thing that I think I can help clarify and also put in the record is that that material on page 65 to which you referred about the NCATE choice. The history of that is this. There are two processes for accrediting, as you know, NASDTEC and NCATE. We gave the pros and the cons of both. There is a political issue raised about NCATE, at the present time, that it is an NEA organization, in part, and it is funded by NEA and influenced by it. NEA people are on all of its boards and so on. The teachers in the colleges in the State, at the present time, are

represented by the AFT. So, to choose NCATE automatically, would seem to put the teachers in the colleges in a difficult position. That's one of the reasons why, in effect, the line of reasoning there simply leads to choose neither one at the present time and set up a totally independent process organized by the Chancellor and the Commissioner of Education. That's the logic behind that. It was not an attempt to knock NEA. It was more an attempt to be careful about all of the implications of that kind of a choice.

MR. GOLDMAN: I appreciate that comment.

MR. JOHNSON: Thank you, Mr. Goldman. Any other questions or comments for Mr. Goldman? (No response) Mr. Goldman, we do thank you for your participation. We will adjourn for lunch at this time. We will return at 2:30.

(at which time a luncheon recess was taken)

MR. JOHNSON: Could we get started again? My perception is that we are going to try--it looks like we've got a couple cancellations here. We hope to not only here all of those who are scheduled to speak today, but several who asked to be on the waiting list. We hope to be able to recognize those individuals later this afternoon. I remind you that we would hope that you could limit your remarks to five minutes and then we will expand on that five minutes in terms of questions of clarity and discussion between Commission members and the persons making the testimony. So, that being said, we would like to welcome Dr. Howard Maxwell, President of the Association of Independent Colleges and Universities. Dr. Maxwell?

H O W A R D B. M A X W E L L: I have two papers here, one which will not be read, but which is more specific as to our suggestions for this report.

I am Howard Maxwell, President of the Association of Independent Colleges and Universities in New Jersey and I am accompanied here by Sister Ann John, who is the Vice-President of the Association and who was President of Caldwell College for ten years. This Association represents the 16 fully accredited, general education, independent institutions in our State. Our member institutions sponsor 15 of the 33 teacher education programs in the state. I speak to you today on their behalf and I thank you for the opportunity to do so.

In opening this testimony on the Commissions's Preliminary Report, let me say that we share with you a deep concern for the future education of the youth of New Jersey. We appreciate the task with which you have struggled since 1978 and we commend you for the report which you have produced. That we do not agree with everything in the report does not preclude out understanding of an appreciation for what you hope to accomplish through your recommendations.

We must, however, take exception to the introductory sentence of the report itself, which makes a sweeping condemnation of the quality of all teachers from the institutions of this state. We are aware of programs in our institutions that prepare teachers who are very much in demand because of the performance in school districts by the graduates from these programs. Therefore, since we cannot agree with the fundamental basis on which the study was built, we must further question and object to some of the recommendations.

Even if there might be dissatisfaction with the present training programs for prospective teachers, we are alarmed by many of the methods proposed for solution.

We question the extent of the role that State government would play in the establishment of standards and continued assurance of program quality. This nation has traditionally relied upon individual ingenuity and local initiative to resolve much of society's problems. A growing state bureaucracy cannot assure an effective, equitable teacher education program. In European countries, where there has existed for a long time centralized ministries of education which could dictate the curriculum and even the time of day that each course was taught, there is a movement toward decentralization of education and they are emulating the American way of controlling education--at the local level.

We should learn a lesson from our European friends and avoid the mistake of centralizing educational policy in the State House. We first suggest that if the Legislature wishes to play a role in setting criteria for teacher education, that those standards be minimal. It could legislate broadly by requiring liberal arts and a concentration in one area of the liberal arts; call for student teaching and a field experience. But, our society has long recognized that the faculty should set graduation requirements and the standards for individual programs.

Professor Burton Clark of Yale University wrote about the growing centralization of education regulation in the November, 1978 issue of Change Magazine. He noted that a central bureaucracy cannot effectively coordinate higher education. To be responsive to societal needs in the next two decades, we must provide for many, rather than one, reactions to new problems. We must have quicker responses to such problems. We must have a system that allows for myriad adaptations to special contexts and local conditions. This preliminary report would prevent such flexible responses to societal needs.

Further, we view this preliminary report as being too specific in setting curricular requirements and believe it would be advisable to recommend a move toward even more control of program designing to be placed in the hands of the faculty. As student bodies become more diverse in their composition, older students and students with varying ethnic and economic backgrounds, we think faculty members will better serve society by designing student programs that take into account the students experience and previous training. Thus, to meet the needs of society and the individual student, it will be important to encourage study programs that are tailored to the individual.

As an association of colleges and universities that has teacher education programs of recognized quality, we are unaware that there are a few programs in the state that may be of questionable quality. Nevertheless, human nature being what it is, it is easy to find dissatisfaction among teachers and with the educational courses. We suggest that the way to improve teacher education is to concentrate on raising the standards of those programs that may have been judged below par rather than establishing a new criteria that is of questionable worth.

The great virtue of an independent group of colleges and universities is that we are independent of state control and we believe that the government colleges and universities should also be subject to minimal dictation from the state on academic matters. The role of a state department of higher education and of a department of education should be that of coordinating bodies in matters of planning and setting of minimal standards of academic quality; other matters of governance and the setting of standards should be left to the colleges and their governing boards. Such a relationship between the academy and the state has been forged since colonial times and it has the virtue of keeping politics out of education, and providing the academy with the freedom to teach, for students to learn, and for basic research into the unknown.

This report has created apprehension on our campuses and appears to be part of a largpr movement to have the state mandate academic program review and to set the rules by which that review should be done. We note that it would be easy for the state to end any teacher education program if the recommendations of this report are followed. We object to this arrangement because we find the recommendations in this report interfere with the perogatives of the academy and go far beyond the setting of minimal standards for licensing.

In summary, we say, once again that as teachers we seek the best education for our state's citizens. Teacher education has not feen held in high esteem by American society. It has been unfairly blamed for many of the educational shortcomings of our citizens. If we wish to improve the quality of teachers, it can best be done by improving the incentives for the teacher to instruct well and for the student to gladly learn. Our society must learn that the answer to every problem is not the creation of ever more regulations but the creation of a climate in our society that values learning. If there are any questions--

MR. JOHNSON: Any comments or questions?

DR. MCDONALD: Do you want us to question you on your general statement?

MR. MAXWELL: If you have any questions, we would be glad to answer anything.

DR. MCDONALD: On Standard 2, I really don't understand what you are objecting to. It is a requirement for 180 hours of practical experience, which represents four courses in the time allotted. 180 hours just specifies the amount of time that the person must be in the field. What the Commission has done is, rather than saying, one contact hour per one credit, which is the historical or traditional way of doing it, and instead of saying six semester hours, we specify a lot of field experience. You could give that one course two credits or ten credits or whatever you think is best.

MR. MAXWELL: Let me give, first of all, my background. I have been a teacher in the public schools. I have supervised students from both Harvard University and Boston University and I have also supervised a faculty member at a college who used to teach in high school, and I am convinced, from my own experience and also from the philosophy that I stated in my remark, that not every student all of the practicum that you suggest here. Students come from varying backgrounds and, as we have older students coming into our schools, there are many that may require almost a mininal of experience before their student teaching. Others may need quite a bit. In other words, we have suggested that the amount of practical experience a student may need in the schools should depend upon the student's background and you should leave these judgements to the faculty to determine how much experience a student may need to make that person a good teacher. I don't think that we need to mandate this by any state regulations. I have said that we need to try to tailor these programs to the individual student. Sister Anne John?

SISTER ANNE JOHN: That 180 credits represents or that 180 hours represents the time it would take for four courses. Now, there are very few students on the campuses today who would agree, and I have to say agree, to going 180 hours for less than the 12 credits which that represents. There is just no way that you would get students to take 180 hours anyplace for one credit.

DR. MCDONALD: Well, education has never really worked out a good laboratory to credit kind of ratio.

SISTER ANNE JOHN: I'm sorry. I can't agree with that statement.

DR. MCDONALD: Well, you also have the example of medical school, 3,000 hours in medical education.

SISTER ANNE JOHN: It depends on what you are doing with that period of time. Now, you are taking two periods or two course periods out of every semester, out of both semesters in the junior year, you are taking two periods out of the first semester and two periods out of the second semester. That leaves them, if they are taking five courses, just three more periods to get in whatever it is they have to get in. There is just not enough time to do this.

DR. MCDONALD: I don't want to argue about this, but it seems to me that there are two issues here. You are taking two courses out. We're suggesting 180 hours.

SISTER ANNE JOHN: Well, where are you going to get that 180 hours? That's what I am asking.

DR. MCDONALD: I'm doing this because we've had this question come up so many times. As long you use the one hour- one credit rule, there is no way you can do it.

SISTER ANNE JOHN: Granted. But, most courses are 45 hours in a semester. That means that you want 90 hours in the first semester and 90 hours in the second semester. That is two courses in the first semester and two courses in the second semester, in time, if in nothing else.

DR. MCDONALD: Well, what are you using as a conversion ratio?

SISTER ANNE JOHN: Fifty minutes to an hour--the hour of the course-- 45 hours which is required for three credits.

DR. MCDONALD: And, you don't think you can treat that as a laboratory course?

SISTER ANNE JOHN: You may treat it as a laboratory course, but you're still going to have to give it credit and you're going to have to eliminate something else while students are out in the classrooms doing that for those 90 hours in that first semester or 90 hours in the second semester. They are just not going to go out there and do that without any credit being attached to it, but they're not going to do it for one credit either.

DR. MCDONALD: The suggestion was that you integrate methods courses with that field experience. In that way you could get a six unit--suppose I was majoring in mathematics and I can get all my methods and a lot of practical experience at the same time. The principle is binding the two together.

SISTER ANNE JOHN: And, what you are now asking is that there be a faculty member teaching methods to a single student in a school.

DR. MCDONALD: No, no.

SISTER ANNE JOHN: Well, I don't know how else you're going to do it, sir, because they are going to be in the classroom. You want them in the classrooms and you want them taught the methods and you want it taught by the college faculty. Now, it can't all be done at the same time that way. I have worked with programs like this where students have gone out into the schools doing this, but they have had to come back to late afternoon classes--and they have been willing to do it and they have come in on Saturday to have their classes and they have done it.

DR. MCDONALD: Some people have their classes right out in one of the schools. They put four and five people in the same school.

SISTER ANNE JOHN: That is assuming that four or five people would be accepted in the schools. I wonder if you are even aware of how difficult it is to

place teachers in some of the schools these days.

DR. MCDONALD: Well, if it is that difficult, we do have a more fundamental problem.

MR. MAXWELL: We do. That's what we've been saying.

MR. DYNAN: Would you say that the fundamental problem is in dealing with districts?

SISTER ANNE JOHN: I won't say that it is the fundamental problem, but it is certainly one of the problems.

MR. JOHNSON: Dr. Hollander has a question.

DR. HOLLANDER: Dr. Maxwell, you make a point, and it is a good one, that the State ought to establish a licensure requirement, require teachers to be licensed, specify broadly what one needs to study to be licensed, but let the faculties determine the course content that the student should pursue. We've heard from a number of teachers who have come before the Commission and said, "You are compelling our young people to take courses of study, which are not preparing them adequately for classroom experience and you are requiring them to take those courses because the State is using its police power to require that they have licenses. I guess the Commission is kind of caught between and betwixt. On the one hand, you're arguing, let the faculty determine course content and on the other hand, we have teachers that say that a lot of those courses aren't really good preparation, but they have to take them because the State says they have to take them because it was mandated for a license. How do you square those two points? That's the problem that the Commission has had to wrestle with.

MR. MAXWELL: Well, I think in some colleges, there has been poor teaching of education courses. Now, I mentioned to you over the phone that I've taken education courses at both the graduate and undergraduate level and there is a world of difference, depending upon the quality of the teachers and their own understanding of the courses that they do teach. I think that that may have a lot to do with it. Yes, I think there are a lot of teachers who are getting boring courses, but as undergraduates, they have to take them, not necessarily because the State says so, but because the faculty says so.

DR. HOLLANDER: How does a board, though, that mandates that someone who wants to go into teaching has to take those courses, provide protection for the student to make sure that those courses are meaningful in terms of their career? Because, after all, the reason that a student is taking those courses is because somebody is saying that that is what he has to do for a license. Do you do away with the licensure requirement or do you give the board of examiners, which in this case would be responsible, some authority which you would then say interferes with the prerogative of the faculty? How do you reconcile those two conflicts?

MR. MAXWELL: That's a very difficult question to answer because I think we can say there are many other departments in a college that have the same problem. How do you handle the problem of teachers who are poor teachers and have tenure and are going to be around for 20 years? How do you handle that? I think that is a more basic question.

DR. HOLLANDER: Well, I guess we're searching for the answer to the question.

SISTER ANNE JOHN: I think that part of the answer to that is the area study. For instance, one of the things that you recommend is the five areas of the behavioral sciences. That is perfectly legitimate, but the faculty now handles

how their going to handle that. It is the same with the methods courses. If the student is going to go out and teach a certain thing, yes, he would have to know how to do it. Let the faculty handle it.

DR. HOLLANDER: Is there anything in this report that limits that?

SISTER ANNE JOHN: It is limited in amount of time, I think, that is expected of the student to be in the classroom before the student knows what he or she is doing.

DR. HOLLANDER: You don't seem to be objecting to a minimum standard for liberal arts and science study, nor for minimum standards for work and behavioral science, nor for minimum standards for student teaching, nor for a difference between a provisional and permanent professional license. Further, you don't seem to object to graduate studies or its equivalent. What you seem to be objecting to is the specificity of hours or what? I guess I'm trying to pin you down a little bit.

SISTER ANNE JOHN: Hours and the amount of time that a student is going to spend away from the campus where that student is supposed to be learning what it is that they are supposed to be doing. The other thing is that according to the report as I read it, the people in the high schools and the grade schools will be also working up the course that this student is supposed to be working at and no faculty in a college is going to agree to that kind of thing. The prerogative is with the college faculty. The college is giving the degree, not public school #1. The other thing is, we are drumming those students into the classroom without the preparation that they need, but they are going to be evaluated on the preparation that they don't have.

DR. MCDONALD: I have the same trouble that the Chancellor does with what you are objecting to. It sounds to me like you feel like you have no power, that you sort of send them out there and then they come back to the campus. You can't move out there with them to have course work; you can't integrate the course work with the experience; for example, if they're working on curriculum in some subject area, why they can't be doing something else in the classroom.

SISTER ANNE JOHN: I'm not saying that. For instance, if you had 30 students going out as seniors, then you would need at least three faculty members doing nothing else but supervising out in the field. Now, besides that supervising out in the field, you are also going to have other teachers out in the field trying to teach them the theory and the methods that they are supposed to be getting because they are only--they have to be visited once a day or once a week, which means that that person visiting ten people has to visit somebody in the morning and somebody in the afternoon every week. According to the report, one of the standards, the supervising teacher in the school only has to visit that person in the classroom once daily. Now, this is a daily visit. You could just stick your head in and that would be a daily visit. Who is going to know what that person is doing, practicing on these kids. I don't see where that is going to enhance the knowledge or the know-how of that kind of a teacher.

DR. MCDONALD: You are objecting to what that cooperating teacher is doing out there? It seems to me that you could work out a good balance between the person in the school and the person on the college faculty.

SISTER ANNE JOHN: The way I read the regulations, there is no cooperating teacher in the classroom with the teacher who is practice teaching in his or her senior year. That cooperating teacher only has to visit that classroom daily.

DR. MCDONALD: Well, I think that's too literal of an interpretation.

SISTER ANNE JOHN: Well, that's the way it reads.

MR. JOHNSON: Okay, let's go on. Thank you. We are appreciative of your presentation, Dr. Maxwell. I would like to call upon Barbara Harris, President of the Newark Teachers Association at this time.

B A R B A R A H A R R I S: Good afternoon and welcome to Newark. I happen to live in Newark and I like the fact that you are here because I don't have to go all over the state to tell you what I think.

My name is Barbara Harris and at the moment I am the President of the Newark Teachers Association, have been a classroom teacher of first, second and fifth graders. My undergraduate work was done at Cheney State College in Pennsylvania and my 62 hours above my BS were done at various institutions in New Jersey and California.

What a surprise to find that many of the requirements for candidates for teacher preparation, as suggested in the preliminary report, were requirements that I had to fulfill for my graduation from undergraduate school. I believe colleges and universities must have curriculums to guarantee a candidates exposure to the real world of teaching, one that allows for academic growth, creativity, humanism and a good handle on what to expect from youths of all ages. Some of what I am talking about only comes with actual experience in the classroom. Some comes with a varied curriculum and requirement.

As a new teacher in Philadelphia in the early 60's, time was allotted by the Board of Education for visitations to three schools in the City and planned visitations within my assigned building. What a help this was. Even though your document spends considerable time to improve the practical experience of teachers in preparation, it doesn't convince me that a candidate's undergraduate experience will achieve the variety needed. Your statement, "A standard does not create a competent teacher, it can improve a program," goes a long way. A person doing student teaching in Smoke Rise can share time in schools in Wayne, New Jersey and then Belleville, but until they go to Paterson, Trenton or Newark, they could be ill-prepared for urban teaching. Keep in mind that the same candidate may be highly effective and academically competent in two areas and fail early in an urban setting.

A different, realistic approach must be offered candidates for teacher preparation and in this area in particular, efforts must be made not only to make a candidate academically proficient, but able to handle the stress that goes along with it as well.

At a recent meeting in Princeton that had as its topic, "Teacher Preparation," a question from a teacher in the audience was, "What about 15 years after a person becomes a teacher? No provisions are made for continued improvement." Within her question are implications of the common diseases of teacher burnout and stress. Handling state mandates, federal mandates and local mandates, along with administration mandates and the paperwork that accompanies each, prevents even the effective teacher from performing at the highest level desired.

Some serious consideration should be given to teacher candidates that provide skills for coping with these very real diseases. In education, more so than in most professions, there is a rapid turnover of theories, techniques and programs. The suggestion that candidates have mandated professional preparation is unreal.

Your model of desirable preparation programs states, it, meaning the program, would be capped by a year of internship leading to a Master's degree. By your own admission, this could not be worked out at this time. Yet, somehow, the picture seems to be anywhere from a five to nine year program for certification and full teaching licensure for teaching. Would you also suggest that the boards of education be willing to pay teachers salaries commensurate with such rigorous requirements? When I began teaching in Philadelphia in 1960, I did not receive my signed contract until three years after my first teaching year. There was no mandate for certain programs, no inducements other than wanting to be a good teacher that sent me scurrying for effective in-service and further training in what I consider to be my weak areas. So, I'm not opposed to the extended time, just the mandated specificity of programs, be it a Master's degree or some other external degree program.

Think about it. In recent years, the idea of new math, changing reading trends and other legislative mandates like comp ed, T&E, etcetera created a need for continued education by teachers. Salary guides offer monetary increases for degree equivalency, again, motivating teachers to become more proficient. The Superintendent of Newark schools, in an independent study, found that school principals did not see a basic difference in substitute teachers who had 60 credit hours and those that had 90 credit hours.

In my opinion, it takes more than mandated hours to assure effective teachers. You, as a Commission, have worked long and hard on this document. It is an area that needed revising to meet the needs of teacher candidates. Many folks enter the professional teacher arena only to find that it does not meet their needs. Finding this out should be the concern of the aspiring candidates, the academicians of colleges and universities, but how do you, as a Commission, see as your responsibility the licensure or permanent certification of teachers? It was also unclear to me, as I read the document, just what a non-education discipline is. Thank you for giving me the opportunity offer expressions on this vital area of teacher preparation.

MR. JOHNSON: Thank you, Mrs. Harris. Questions or comments? (no response) Thank you very much. Mr. Henry Drewry, Director of the Teacher Preparation Programs for Princeton University?

H E N R Y D R E W R Y: Thank you very much for the opportunity to speak to you gentlemen and ladies. I am Henry Drewry, a secondary school teacher of 14 years before becoming a member of the history faculty and the Director of the Teacher Preparation Program at Princeton University.

Speaking on behalf of our program, I appreciate the concern of the Legislature and of this Commission for the quality of teacher education in our state. Many of the points to which you have addressed yourselves need the continuing attention of all of us involved in the preparation of teachers. Unfortunately, our reading of the preliminary report raises important questions for our undergraduate program and for the institution within whose curriculum our program operates.

The most important of these questions relates to the following points. One, the report is so encompassing and undifferentiating in impact that strengths of the state may be undermined while perceived weaknesses are being addressed. There are excellent teacher preparation programs in this state. We think that ours is one of these. Undoubtedly, there is a range of quality in teacher education as in other academic areas. Unquestionably, there are serious educational problems that teacher training programs need to overcome. But, the causes of these appear to us as

a complex combination of many factors, including changing lifestyles, insufficient community commitment, inadequate funding, etcetera. It would be extremely unfortunate if, as a result of trying to get at a number of deep-seated, deep-rooted problems through relatively simplistic measures, the state should hamper some very good programs and call into question the long standing assumptions about the proper relationship between the institutions and the state.

Two, in the degree to which the document sets curriculum and determines specific requirements, it intrudes into the area of curriculum making and academic governance, which properly belong to the individual academic institution. We do not question the setting of standards for teacher certification by state government or the evaluation of institutional programs to determine whether the standards are met. But, the level of specificity in the preliminary report appears clearly to overstep the dividing line between standard setting and curriculum making between direction and governance.

Three, the report fails to reflect an appreciation of the extent to which differences among teacher education programs, while all conforming to overall standards, are and should be based on each college's or university's unique combination of student interest, abilities and needs, faculty's strengths and interests, and institutional organization, standards and resources. We see the possibilities for such differences as a strength of teacher preparation in the state. The research done on teaching does not provide sufficient elements to allow us to conclude that there is one best structure for preparing elementary or secondary teachers. In the absence of such evidence, the educational community would be well served by the thoughtful construction of a variety of approaches for preparing to teach.

Four, as I mentioned, the report appears to assign to teacher preparation programs the responsibility for problems in education, which have causes in many aspects of society. To the degree that this is correct, it suggests that the recommendations in the report are unlikely to provide meaningful solutions and to the degree that the assignment of responsibility turns attention away from the complexity of the problems, the report may do more harm than good. It appears to us that the approach presented in the report will have the effect of creating new problems, not the least of which is the possible discontinuation of some first-rate programs, which are non-traditional in their structure or approach. Let me be very personal and specific on this last point. My institution admits persons who our schools in our state tell us are the most successful of their students. 168 New Jersey residents are now enrolled in our freshman class. Only New York State with a much larger state population has more students in that class. The majority of these students come from public schools. They come to pursue a liberal education in the arts and sciences. Many of them have promise as gifted teachers, who would like to return to their schools to teach, without closing off opportunities. Our program allows them to prepare a career of teaching. If the recommendations on the preliminary report were implemented, the possibility that we could not continue to exist would be seriously raised.

Five, while recognizing the need of some branch of state government to set and maintain standards in teacher education and while appreciating the concern of the Legislature for high quality education in the state, we respectfully suggest that the nature and specificity of the recommendations in the preliminary report are inappropriate areas for legislative action. The tradition of local governance and curriculum planning for academic institutions and the history of oversight of

teacher education by the Department of Education and the Department of Higher Education should not be changed without compelling reasons that offer significant educational benefits. Such does not appear to be the case in this instance and, if anything, an important degree of flexibility would be lost. As a result, we conclude that it would be unwise for the Legislature to pursue this approach as reflected in the preliminary report. Thank you and I would be pleased to respond to any questions.

MR. JOHNSON: Thank you, Mr. Drewry. Questions or comments? Dr. Hollander?

DR. HOLLANDER: I don't understand what your specific criticisms of the report are. Give me five examples of where you think the report should be modified.

MR. DREWRY: Well, I think we're saying, in the first instance, that we take issue with several premises on which the report seems to be based.

DR. HOLLANDER: Well, I understand that. I'm talking about which recommendations in this report jeopardize the program.

MR. DREWRY: The requirements, as they are spelled very specifically, which increase the amount of time and they make some very specific statements about things that ought to be done: the practice teaching, which we agree is an important aspect, but the decision that every program must have the same amount of practice teaching. You don't do that. Anybody can go up, but by raising it to the point that you do, you almost wipe out the possibility that there can be anything other than what you set as a minimum. By doing that, you really do remove the flexibility from some programs which have strengths in some other areas which they want to work in with this strength and that's a very real problem for programs like my own.

DR. HOLLANDER: That's essentially the principal's problem, isn't it?

MR. DREWRY: That is one of them. There is, of course, a feeling that curriculum setting, which this report seems to do--

DR. HOLLANDER: Where does it set a curriculum?

MR. DREWRY: Well, it spells out fairly precisely--

DR. HOLLANDER: It says that you are to have half a program in arts and science, roughly, or fifty credits in arts and science. Do you think that is curriculum planning?

MR. DREWRY: It seems so to us.

DR. HOLLANDER: Do you mean that the state should not indicate the minimum arts and science requirement for a license in teaching?

MR. DREWRY: I think the state should set minimum requirements, yes. But, we think they ought to be more in the form of standards to be met. At my institution, we think rather well of the way the procedure is operated in the state up to this point.

DR. HOLLANDER: That wasn't the question, though. The question was whether the state has a right, before it gives someone a license, to say what the minimum number of credits are.

MR. DREWRY: No question with the right to do so.

DR. HOLLANDER: Should it do so? Should it, for example, permit the Paterson program which we were told has only 25% of the course work in arts and science? Should it permit such a person who is so narrowly trained to be licensed?

MR. DREWRY: I can't comment on that program. I think the state has every right and obligation to do that. It is the level at which you do that. It is not the principle of the state's involvement that is at issue here. The state

has been involved all along. It is that the rules are being changed rather appreciably, that there seems, to us, to be much more precision in spelling out what must be done to the point that it oversteps that boundary of allowing states to--

DR. HOLLANDER: The present rules are pretty precise. You have to have so many hours of teaching and so many hours of media and so many hours in the secondary field in which you are teaching. Now, all this report says is that you should have 50 hours in the arts and sciences, roughly, one third, one third, one third, between your math, social sciences and sciences, up to an eighth of the program. Your behavioral science is very broadly defined and you have the practice teaching requirement. Now, that is kind of minimal, isn't it?

MR. DREWRY: Well, there are some differences.

DR. HOLLANDER: Where is it not minimal? I guess I'm really trying to find out where it is that prescriptive that it crosses an improper boundary between the state and the colleges?

MR. DREWRY: The problem is that you want to ask one group of questions and I think those questions have some problems with them.

DR. HOLLANDER: Do you mean that the state shouldn't ask those questions?

MR. DREWRY: No. I think when the Legislature begins to do that--

DR. HOLLANDER: Well, this isn't the Legislature.

MR. DREWRY: It is a Legislative Commission.

DR. HOLLANDER: It is a commission appointed by the Governor and the legislative leaders.

MR. DREWRY: The state, in setting such arrangements in the past, has spelled them out in terms of course content and then in terms of standards. If the standards are met--and apparently they can be met in a variety of ways--then the flexibility of institutions to approach teacher training in a different fashion, it seems to be there. What the preliminary report seems, to us, to do is limit that flexibility, to be more precise than has been the pattern in the past.

MR. JOHNSON: Other questions? Mr. Dynan?

MR. DYNAN: In terms of student teaching, you said that you didn't feel that the state has the right to mandate, that different programs should have different requirements. Would you suggest a minimum, that the state should set a minimum number of weeks or hours or whatever pursued in teaching or would you leave that to the discretion of all the colleges?

MR. DREWRY: I don't have any objection to the minimum that is currently set. That minimum has really been one that one could shoot at as a minimum. Our students do more than that. We think that minimum would be sufficient, but it allows us to do something more. If one doubles that minimum or almost doubles that minimum, which is exactly what is being done here, that ceases to be a meaningful minimum any more. It becomes almost a maximum. So, I don't object to the setting of a new minimum. It is how realistic one is about that as a minimum.

MR. DYNAN: What would be your specific idea of a minimum amount of time in student teaching?

MR. DREWRY: It seems to me, something in the order of six weeks would be a minimum. I would hope that most places have more than six weeks. We say in our institution that it must be a minimum of eight weeks.

MR. DYNAN: What objection would there be--this is just a question of interest as to our requirements--what objection would there be to a semester of student teaching?

MR. DREWRY: Well, our objection is that it becomes very difficult within our institution. This is why we wouldn't implement it, given the chance to do so right now. Our objection is that in our institution it would be very difficult for our students to do whatever they are required to do in their regular major work and in teacher training, if that were required.

MR. DYNAN: So, the major problem seems to be a lack of the academics while they are doing the student teaching. You don't have a problem with districts or placements or supervision. It would be with the students not receiving enough of the academic training while they're in student teaching. That is the major problem?

MR. DREWRY: To put it another way, one of the problems would be that the academic work, which they must do, comes into conflict with the demands of practice teaching, if the demand were doubled.

MR. JOHNSON: Okay. Any other questions? (no response) Thank you very much, Mr. Drewry. I call now on Phyllis Gudoski, President of the Roselle Education Association.

P H Y L L I S G U D O S K I: Good afternoon. My name is Phyllis Gudoski and I am President of the Roselle Education Association and a classroom teacher in Roselle.

I would like to thank you for the opportunity to speak to you today about the preliminary draft prepared by this Commission. My focus will be on professional development as it relates to my experience as a classroom teacher and my involvement in Roselle's professional development program.

Let me begin by commending the members of this Commission for their efforts in preparing this preliminary report. I would like to specifically cite your recommendation regarding the practical experience of undergraduate students as being a most constructive approach to preparing future teachers for the classroom. During my 15 years of teaching, I have served as a supervisory teacher to at least 8 undergraduate students and it has always been my belief that these students have received too few opportunities to practical experience prior to student teaching.

I would also agree with your student teaching supervision criteria. I feel that it is very important for the college supervisor to spend more time with the students in the field.

You have accurately stated the need for more practical classroom experience on the part of the student teacher. You have also recognized the benefits that the student teacher will gain through closer contact with the college supervisor. Once the student has completed the undergraduate program and has entered the teaching profession, I do agree with the Commission that professional development should continue. However, I do not believe that a required Master's degree or its equivalent is the best means for continued professional growth for all teachers.

The classroom teacher needs practical opportunities for professional growth, just as the undergraduate needs more practical classroom experience. These practical opportunities are best addressed through locally developed programs and in-service education. Let me tell you about an in-service educational approach to professional development that has worked and continues to work in Roselle. After a series of unsuccessful programs, the administration and the teaching staff of Roselle recognized the need for a new direction for professional development. Together, we set out to both organize both short and long range programs that would not only enhance teacher performance, but gain the support of the community. All district professionals are continually given the opportunity to reflect their needs in needs

assessments. Ladies and gentlemen, I say to you that I feel that this is one of the best ways to find out the needs of new teachers and teachers who have been in the profession for years. These provide the professional development planners with the exact areas of need to be addressed. A committee of administrators and teachers then researched specific programs to deal with the district's needs. Teachers receive developmental instruction through workshops offered both locally and through outside agencies. The format of these workshops varies from extended sessions to full-day sessions to 14 hour sessions extended over a ten week period. The schedule of these workshops is always set up cooperatively by the teaching staff and administration.

Teacher response to this new approach to professional development has been overwhelmingly positive. Staff members are motivated by the fact that they have a voice in their own professional development, not that it has been mandated by the state. Their involvement has brought about some remarkable changes in the district. One positive result of this professional program has been increased student performance and growth. Isn't this the ultimate goal of professional development programs? I contend that impersonal programs mandated state-wide do not necessarily meet this goal so effectively. Mandated programs consisting of Master's degrees or their equivalents do not create master teachers. The master teacher is one who has had the opportunity to pursue an individualized course of professional development.

I, together with the teachers and administrators in Roselle, enthusiastically support the freedom that has allowed our district to provide this individualized approach to professional development. I am in no way saying that a Master's degree or its equivalent is not important. I am saying, let me have the freedom to do it and get when I feel that it is best to meet my needs. The challenges of the classroom are vast. Teacher burnout is real. Mandates and pressures of the classroom must be dealt with daily. Give us the freedom to choose our own course. Thank you.

MR. JOHNSON: Thank you. Any questions? Mr. McDonald?

DR. MCDONALD: I would like to read you something from the report and ask you what it means to you. It is on the equivalency, the external program. "This program is essentially an evaluation process which will focus on the mastery of the concepts reflected in the common body of knowledge. The knowledge, however, will have been acquired through non-traditional means such as individual study, professional conferences, workshops, experience and individual college courses." What does that mean to you?

MS. GUDOSKI: Well, you are saying what, in fact, I have said. However, you are mandating it in a specific period of time.

DR. MCDONALD: So, it is mandating it in a specific period of time that you object to?

MS. GUDOSKI: Yes, because, I think, once given the opportunity for a district and a teaching staff to set up their needs, their specific needs, and how they will go about it, you will best achieve the results you are looking for. You are looking for the well-prepared teacher, the teacher who can meet the needs of the students daily in the classroom. We do have numerous teachers--I would say the majority--that do meet these needs, as can be seen by the many approved districts we've had throughout the state. However, I do think our freedom of choice of when to do this and when to meet these needs is a valuable asset.

DR. MCDONALD: I heard something else in what you just said and bothers me because it might be something I heard at Glassboro from a representative of your

association down there. It sounded to me like you said your needs were determined by what the administration would prompt you to need.

MS. GUDOSKI: No, no. Our needs were assessed through needs assessment of the teaching staff. The actual practitioners, the teachers, were the ones who developed the needs and then, with the administration, the programs were worked out. The administration had a definite voice in it also, but the needs came from the teachers and they went through very varied areas, through basic skills, classroom discipline, time management, etcetera. The needs are various.

DR. MCDONALD: But, how would you answer the criticism that in a system like that the teachers in Roselle might be more interested in doing this whereas the teachers somewhere else might not be. Therefore my child's education depends on when you decide you need this.

MS. GUDOSKI: Are they always given the choice, as we are in Roselle? Are the teachers asked all the time what their needs are? I say, if given the opportunity to reflect their needs in the classroom, I think teachers would be willing. In-service education is a part of T&E. It's here. Professional development is here. It is not something that we can shy away from. I think the problem exists when teachers are not incorporated into developing it, along with the administration. We are very fortunate in Roselle that we do work well together. We have no problems. However, this has been something that we have built up over the years because the administration has seen the need to include the teachers.

MR. JOHNSON: Again, it seems to me that the external degree program could well speak to that. Maybe we need more clarity about that, which gives that kind of freedom. Any other questions or concerns? (no response) We thank you very much for your testimony. I will now call on Dr. Arnold Fletcher, Vice-President of Academic Affairs, Thomas Edison College.

A R N O L D F L E T C H E R: I must apologize on behalf of the President. She indicated that she was indisposed and suggested that I represent her here today. It is nothing serious, but I am pleased to do it.

In preparing this report, I am fully conscious of the fact that there may be some repetition of certain parts of the Commission report, its views as a point of reference to serve as a foundation for the few comments that I have built into this particular testimony.

We are very grateful to the Commission for providing this opportunity to testify in support of certain Commission recommendations concerning equivalency routes to initial and professional certification for New Jersey teachers, with particular emphasis on the potential role of Edison State College in this certification process. But, first, permit me to provide some background on the unique role of the Edison model in higher education. This may be old hat to some of you, but I feel that some repetition, stressing the things that we're unique--

DR. MCDONALD: I would like to hear it.

DR. FLETCHER: Fine. Edison State College was founded in 1972 by the State Board of Higher Education as an external degree institution with the basic objective of providing adult learners the opportunity to earn college degrees through means other than the traditional, instructional approach to learning. Students enrolled at Edison may satisfy degree requirements through two fundamental methods: one, by taking college proficiency examinations; and the other by submitting to an individual assessment of prior learning acquired through experience. In addition,

credits may be earned through transfer and the evaluation of special credentials. The College is also very active in developing cooperative programs with industry, government, and non-profit corporations for the purpose of recognizing potential college-level learning acquired through on-the-job training. The College awards credit for such educational experiences either through the evaluation of these training programs or through special examinations developed for such programs.

I should also like to point out that Edison State College operates a Statewide Counseling Network and Information Network supported by an education hotline. These are designed to inform New Jersey citizens about available post-secondary learning opportunities and advise them of appropriate options for continuing their education.

From this description of the basic educational philosophy underlying the Edison model, one can readily understand why we would vigorously support the establishment of equivalency routes for enabling individuals to obtain both initial and professional certification. The College's testing assessment programs have been developed with the assistance of teaching faculty from both public and private colleges throughout the state and specialists in testing and psychometrics. And, as you know, these programs have all been approved and accredited by the state and the Middle States Association of Colleges and Schools. The College is thus uniquely prepared to assess the background of individuals who have completed their undergraduate education in a field other than teacher education and have acquired teaching competence through non-traditional means.

In addition to having achieved a general competence in the evaluation process, I might point to specific examples wherein the College has gained experience in evaluating student learning outcomes and competency in teacher education and related fields. The College, in cooperation with the Department of Higher Education and the Department of Education, has assessed college-level learning in specific subjects within the professional component of the current certification requirements and has developed examinations for the certification program in bilingual-bicultural education. In addition, the College offers a B.S. program in Human Services, which requires an evaluation of student competence to perform on the job in a field practicum situation.

Given this proven track record and expertise in testing and assessment of college-level knowledge and competency, Edison State College is fully prepared to work closely with the Department of Education and the Department of Higher Education in setting up expanded equivalency programs for individuals seeking either the initial certificate and/or the professional certificate.

We are proposing that an Edison equivalency program for achieving the initial certificate would concentrate on two areas of teacher education: (1) the testing and assessment of learning achieved in the subject fields within the professional education component, and (2) the evaluation of the performance of teachers in on-the-job settings, a process equivalent to student teaching evaluation. Credits earned in these two areas would usually be classified at the post-baccalaureate but not graduate level.

We also applaud the Commission's proposal to establish an external degree program as an alternate route to earn a Master's degree, which would be required to achieve the professional certificate. Since graduate certification programs will emphasize the acquisition of a common body of knowledge, we would propose that a cooperative or joint degree approach be considered. Under this arrangement,

faculty committees made up of representatives from institutions across the state would determine the common body of knowledge and competency required in the program. Traditional institutions would provide the instructional component, whereas Edison State College would provide the examination and the testing component, where needed, utilizing the faculty of the cooperating institutions. This technique has been fully developed by the College and is currently utilized in the services of some 450 faculty assessors from most of the New Jersey colleges and universities. Our experience and expertise in developing cooperative programs is also growing, as witnessed by the recent funding by the Fund for the Improvement of Post-secondary Education of an Edison State College Statewide Testing and Assessment Center designed to serve students enrolled in the institutions participating in the project. I might add that there will be three state colleges, two community colleges, two private institutions and Rutgers University in Newark involved in that statewide testing and assessment center.

There are other aspects of this that I do not have the time to go into that we could serve in helping to carry out these programs that are equivalent to traditional programs as alternate routes. One might be considered as a diagnostic approach to testing the backgrounds of teachers with a baccalaureate degree already teaching in some areas within the state. This could be used for program planning to determine what is needed to complete the Master's degree at institutions around the state. We have the counseling network in place to do this kind of thing and this diagnostic approach is often used in our own program planning at the undergraduate level.

In conclusion, we again state that we are in complete agreement with the Commission's recognition of the need to set up alternative or equivalency routes for individuals striving to attain teacher education certification. Thomas A. Edison State College is ready to offer its programs, services and general expertise in the evaluation process to the Departments of Education and Higher Education in the future development of these programs. Thank you.

MR. JOHNSON: Thank you, Mr. Fletcher. Any questions? Dr. Hollander?

DR. HOLLANDER: You've heard the previous testimony by one of the teachers who argued that the continuing education programs that are offered in the individual school districts may be more pertinent to the students' needs. Is it possible for Thomas Edison College to identify the extent to which college credit could be given such programs and hence, incorporate those programs within the framework of the equivalency degree?

DR. FLETCHER: I think that could be done in two or three ways. We might use--

DR. HOLLANDER: How would that work? How much would it cost?

DR. FLETCHER: Well, that would depend on the extent of the program and how long it takes to evaluate them.

DR. HOLLANDER: No, I mean, generally, how would you work such a system?

DR. FLETCHER: Well, we could use a type of approach, where--you know, currently we are representing through the Department of Education the Mayor's Council on Education and we are evaluating training programs in industry. We could use the same type of approach in evaluating these types of programs around the state. Right now, we would do a program in industry, something in the neighborhood of six to eight courses in one day and evaluation may be 15 courses or so in two days and it would cost the industry \$750 for one day and \$1500 for two days of this.

We could also look at the evidence that is produced by the student in a portfolio that would include all kinds of evidence of learning and this would be part of it. Faculty evaluating such a portfolio would make judgements about the value of that and equate it to college-level learning at that level, at the graduate level in this instance. We have, right now, revised our whole approach to portfolio, wherein we have at least two faculty members looking at every portfolio in a discipline to make certain that there is agreement on the outcome. The portfolio approach could be used. I think those are the two fundamental ways. We could develop, if there are extensive ongoing programs that are in place, that are repeated over a period of time, we could develop a discreet examinations with the cooperation of the faculty offering those programs. That is another way, but that would have to have certain conditions there that are conducive to the continuity of development in that area. But, those three ways, I think, have the most potential.

DR. HOLMES: I guess my question is probably more rhetorical than anything else. We have a statute in the Division of Education and we had a gentleman in here earlier that talked about being PIPed to death---that is the Professional Improvement Plans that are called for under T&E--which are supposed to be evaluated and monitored by monitoring teams that go into the county offices. In-service training of course, how a person can achieve some of those needs that have been outlined for that individual, but then, that person would then be recommended, perhaps, for in-service training or some special project or what have you. I guess what I'm trying to do, Chancellor, is balance the two. We have the Department of Education, and once again, this great cooperative arrangement that is going to take place between the two departments--especially since we just had 40 some people laid off in the county office. Maybe Edison College could pick up what they were supposed to do. We have a role, by statute, the Department of Education, in terms of T&E and then we have Edison College evaluating what comes out of a process that has been outlined in elementary education, through the Department of Education. How do you balance the two?

DR. FLETCHER: I don't know whether that is a question that should be directed to me.

DR. HOLMES: No, I'm just wondering, how do you balance--it is more to the Chancellor. It is a question that we have to look at: How do you balance the two, although, I am not saying that in-service education and other projects that teachers are working and with to improve themselves should not be viable alternative to just taking college courses.

DR. FLETCHER: I think the mechanism so incorporates any assessment of their background. I think that's an fundamental thing to keep in mind. The key thing we try to do is operate within the context of the traditional educational setting that and utilize the faculty who are the experts in their field to make these evaluations. We would be using teacher education specialists on teams to do this kind of thing.

DR. MCDONALD: Suppose I was the President of a teacher education association in some district--an unlikely possibility (laughter)--and I come to you and say, "We've got a program here, in-service education. Can you work out an evaluation system so that we can get credits towards a master's degree?" In other words, the approach is from them to you and then you would have to not only, if you can, evaluate it but also broker it for them, I suppose.

DR. FLETCHER: You know, this is very similar to the first method

that I referred to in answer to the Chancellor's question. We do this now, going into industry, with a team of professionals. It is a mini-accreditation is what it is. We take a team of professionals in a particular subject field. We did this at AT&T with the American Council of Education and we would take a look at the content of those programs, see if there is any evaluation of learning in it and we would review this for the teachers of the program and the team would make judgements and make recommendations concerning what level of subject matter is being covered, how extensive it is, how much in depth, whether there is any evaluation of learning and then would make recommendations of credit. To us, we would pass that on into whatever source is necessary for making a determination about how that should be handled.

DR. MCDONALD: Do you turn some of those down?

DR. FLETCHER: Oh, sure. That happens and then we get the--the American Council, I know, has received several appeals on that from industry education directors and it is like any other kind of appeal tool in evaluation. It has to be handled, again, through some objective means, getting other people in to take a look at it, if necessary.

MR. JOHNSON: Any other questions? (no response) Dr. Fletcher, I do believe you had copies of the report. They need to be turned over to the staff and also to the members. I remind you, as you do come forward, if you have copies, it would be helpful for the stenographer to have a copy of your statement and secondly, the staff in the front row and finally, for members of the Commission.

DR. MCDONALD: I would like to thank the member or members of this Commission who suggested this role for Edison College. I really think that is the solution to so many of our problems.

MR. JOHNSON: Thank you, Dr. Fletcher. You might tell the President that we missed her here today. I would now call on Arline Lederman, Director of Art Education at Montclair State College.

A R L I N E L E D E R M A N: I am Arline Lederman; I am here today as head of the Higher Education Division for the Art Educators of New Jersey. I am also Director of Art Education at Montclair State College. However, I am speaking more in my other role. For your information, I have taught at almost every level of the educational system.

We are taught and acknowledge the need for well trained educators to help achieve quality education in the State of New Jersey. Our group appreciates the intent of the Commission report, and concurs with its stated goals. Our main areas of concern and the focus of this testimony is to assure that the needs of specialized areas, specifically that of art education programs, be considered.

We realize that by necessity a Commission cannot be fully aware of all the implications of a proposal, and we assume these hearings are an attempt to adjust and modify the proposed report to include adaptations towards a more satisfactory fulfillment of the stated goals. We feel our concerns are also relevant to other area specialized programs.

In response to the call for testimony, let us look at the proposed standards, and let me express our particular concerns.

Standard 1 on page 26, the specific designation of requirements prior to the junior year leaves no room for people to enter the program beyond the second semester of the sophomore year. We suggest the standard state, "Prior to formal admission to the program." Ideally in the beginning of the junior year it can be done if you so wish. This will allow for the real nature of the educational process today, which frequently means qualification of career goals is possible at several stages of one's college career. It also accommodates transfer students and community college graduates, which, in the present standards, are not accommodated.

Standard 4 on page 29, in area specialization, other qualities obtained are frequently more significant than those stated. We suggest that the requirement for the college faculty require some teaching experience in K through 12 and acknowledge, above all, the importance of area specialization. Our ideal is an artist educator.

Standard 6, page 30, the supervisor in fine arts education in our opinion should be a full-time regular faculty member with area specialization in fine arts education allowing for sufficient area specialization and focus. Another concern in this standard is the physical impossibility of supervising art teachers under such an intensive observation schedule as is suggested.

Student teachers in the fine arts are frequently one to a school district. These districts are frequently at opposite ends of the State. I have spent a day in Sparta in the morning and Red Bank in the evening. We suggest that the specifics of observation be left to the particular college, so that they can accommodate this within their resources and within their wisdom.

Standard 7, page 30, the college faculty that supervises should be full-time area specialized persons who can offer specialized directions and guidance to the student teacher in their particular area of methods and strengths.

Standard 8, page 31, the general education requirement should allow for the inclusion of art history as a history, or there will not be enough

credit hours available for proper studio training.

Standard 8, page 32, the multi-cultural education studies requirement should be included within the category to allow, again, for sufficient studio hours in art. This might be an appropriate place to integrate a qualification of one of our major concerns. The recommendations as they now stand are as follows to our interpretation:

50 semester hours of liberal arts, general education although how that divides into three, I don't know - 32 field experience, 16 educational theory for a total of 98. We in the area specialization require 32 credits of fine arts specialization for undergraduates. That comes to 130. We now are also mandated 6 hours of reading credits. We would like to include at least one semester of gym and that comes to 139 credits. And, we also are required to include 3 credits of multi-cultural studies. We now have an undergraduate bachelor's for a teaching degree-where perhaps the average income for the first year is approximately \$11,000-of 142 credits for a bachelor's degree in education without permanent certification.

It is our concern that this would be at least a five-year undergraduate program, and that is not appropriate for a bachelor's degree. It could negatively affect enrollments in entire northern New Jersey, since a comparable degree in certification can be obtained in New York State for 120 credits. We suggest a re-interpretation to create a degree with sufficient area specialization in a fine arts studio and methods within 128 credits.

Standard 10, page 33, theoretical studies should include the reading requirement now mandated. At Montclair it is interpreted as a 6 credit requirement which means still fewer hours for area specialization. That is essential for a qualified fine arts specialist in the view of the higher education division for the art educators of New Jersey.

Standard 12, page 34, "A", the 2.5 grade point average minimum should not be an absolute requirement but a minimum requirement. Colleges should be permitted to establish their own higher standards. We specifically prefer in our college a higher grade point area for the the major area that is recommended. We are afraid if this report goes through as it is, we will not be able to continue our high standards.

"B", the specification of sophomore year should be changed to prior to full admissions to the program in order to accommodate the variations in training, transfers, et cetera, that we mentioned before. And, that will allow for late decisions to enter teacher training.

Standard 13, page 35, each college should set its own standards for retention, which should not be lower than the college's own standards for admission to its graduate school. We don't want to be in an embarrassing position of being forced to accept into the teacher training programs those of lower quality than the general graduate school programs are. So, again, that is something we prefer to be left to the college itself.

Standard 14, page 36, minimum requirements for a terminal degree should include, in our opinion, Master's of Fine Arts, which are considered the terminal degree of studios for fine arts.

Standard 5, one semester needs to be defined either as 15 semester hours or one 3 credit course. A clarification is necessary for us. Advanced area specialization methods should be specifically stated as an appropriate

graduate content in area specialized subjects. We feel these would be more useful than general education courses would be on that level.

Standard 6, curriculum, specialization components specifically in art education must include studio courses and art history along with advanced methods in order to properly train fine arts specialized educators. Again, we come to a problem of 15 credit hours, or one 3 semester hour which is meant by the semester.

Other concerns we have are a broader definition of field experiences to include museums, senior citizen centers, community centers, jails, and private schools. Jobs are frequently to be downed in these areas. Society will need trained teachers in those areas and often some of the exciting programs are to be found in those institutions.

The field experience should be more flexibly defined, perhaps by sequence and not by sophomore, junior and senior, but perhaps as primary, secondary, and tertiary experiences.

We would also like to affirm that in our opinion NASDTEC provides vital national coordination and has been a positive force in education. Perhaps difficulties have resulted from failure of schools to comply to their standards, but we do not feel that is the fault of NASDTEC professionalism in our estimation.

In summary, let me again assert the need frequently expressed today for greater flexibility. The setting of minimum standards is fine, but not of a full curriculum. Full curriculum cannot take into account all the area needs, and allow for diversity, creativity and excellence. I will be happy to respond to any questions.

MR. JOHNSON: Thank you, Mrs. Lederman. Are there any comments or questions?

DR. MC DONALD: Are you asking us to prescribe the content of the field experiences?

MRS. LEDERMAN: I would prefer that you suggest minimum content rather than define total content. I think that total content is a type of restriction that is hard to work with.

MR. JOHNSON: Are there any further questions? If not, we thank you again.

I call at this time on Richard Frissell, Director of Arts in Public Schools in West Orange. I am again reminding you if you have written testimony, please give it to our staff and our stenographer.

R I C H A R D F R I S S E L L : My name is Richard Frissell, Director of Art, West Orange Public Schools, and currently serving as President of the Art Administrators of New Jersey.

I am really representing that second capacity more today. I have taught in public schools for seven years, and I have supervised students in art education departments for Syracuse University and have worked with student teachers as a director of art in the public schools. As a person who has participated in teacher training from the view points of higher education and teacher and administrator in public education, I wish to express some concerns.

This proposal calls for a total of approximately 140 credits to complete an undergraduate degree for teacher certification in art education. Special areas such as art call for at least 30 credits of studio work. With

these requirements in general education, field experiences, educational theory and areas of specialization, it will soon become a five-year undergraduate program. This program is not in competition with four-year programs that can be obtained in other disciplines. I feel that the number of credits required to complete the program in any discipline should be more consistent. This imbalance can penalize the art education programs in art education.

Another concern focuses on the requirement for supervisory loads of the college students by the college supervisor and cooperative teachers in the field. It is suggested that the supervisor of art education should be a full-time faculty person to meet the needs of the students who are practicing teachers, and it is also felt that the cooperating teacher should not be responsible for students in field experience. I believe it calls currently for four field experiences per year, and one student teacher. The number of field experiences should be reduced to no more than two per year. I think this can water down the quality of programs in the public schools.

Our third area of concern focuses on licensing procedures on page 69. According to this statement three units must be dealt with to receive licensing. This could become a bit cumbersome. Does this mean that three units would have to be contacted in order to complete the certification process. Those are primarily my concerns.

MR. JOHNSON: Thank you. Are there any questions? If not, we thank you.

I am calling on Dr. Tina Jacobowitz.

T I N A J A C O B O W I T Z: I would like to thank you for allowing me to speak at these hearings today. I would like to tell you a little bit about myself. I am a Professor of reading at Montclair State College. I was a reading teacher in the elementary school in Bedford-Stuyvestant, Brooklyn, for five years, and I also taught minimum basic skills in reading at a community college in New York City. I have done a great deal of teacher training, including two years of field work supervision at New York University, and I currently teach a developmental reading course at Montclair, as well as college reading improvement at Montclair.

I would like to express my concern over the omission of the two mandated reading courses from the teacher preparation program. As a professor of college reading improvement at Montclair, I constantly find that students are entering college without the reading and study skills so necessary for textbook learning. The situation is a source of endless frustration for students as well as professors. The developmental reading courses are one way to help high school students acquire these important skills by placing reading instruction in its rightful place, the secondary content area classrooms. Omission of these courses for the secondary level teacher training program constitutes a regression to the concept that in the first three grades we learn to read, and from thence we read to learn.

And, reading instruction cannot be and ignores the idea that if meaningful learning is to occur, reading instructions cannot be divorced from content instruction. Because the written word is the primary medium in which information is gathered in this society, it is the obligation of all teachers to provide their students with process skills which will enable them to learn independent of the task.

If the reading courses are no longer required, future high school teachers will be deprived of the opportunity to learn techniques and processes which can foster independent learning in their students. I would like to read to you some letters that I received from students who have taken the developmental course. I contacted them, and asked them to respond to this possible omission of the course requirement.

This is from one student, "Dear Dr. Johnson, it has come to my attention that the Developmental Reading course, required for teacher certification, may be eliminated. It is my opinion that the elimination of this course would be a great disservice to the students in the teacher preparation program. I have completed the course, and I can say, without exaggeration, that it has been the most helpful and worthwhile teacher preparation course I have taken in my college career. The topics covered in the course are practical and essential in preparing to become a teacher. I have found the assigned projects given in the course to be a great aid during my teaching experiences. I urge you to re-evaluate the situation and acknowledge the developmental reading requirement as a worthwhile, practical and useful course. If this is overlooked, we will surely be shortchanging our future teachers."

"Dr. Johnson, I am concerned with the decision about dropping the reading courses from the curriculum preparing future teachers. I am a prospective teacher of distributive education, and the two courses, developmental reading one, and two, were of great value to my subject matter, as well as to me. Distributive education sometimes becomes a dumping ground for students with poor basic skills, especially in the area of reading. I would have a hard enough job in getting my content across. I can't imagine teaching reading properly without the preparation I obtained through the developmental reading courses. The knowledge, concepts and strategies learned in these courses are of so much value to a perspective teacher of my subject. The idea of knowing how to meet reading problems in the classroom head-on will make them more well-prepared and a better equipped teacher. With all the talk of basic skills, and our students are so below the reading levels, it makes me really wonder how educators can consider dropping these courses from their curriculum. I feel that higher education would really be doing an injustice by preparing students to become teachers in today's classrooms without the developmental reading courses."

"Dr. Johnson, I am now teaching in a public junior high school in Newark. I instruct slow learners in the subject English. At least 75% of my students are below reading level. It is difficult enough dealing with these children, but without the knowledge I have with reading techniques, I could make no progress at all. A teacher is responsible for the betterment of his or her students. I am highly upset, because I feel that without the reading knowledge I have behind me, I know I could not do as well as I am doing now. Those not required to take this course will never know how truly important it is. A terrible injustice will be done to students as well as teachers if these courses are eliminated through the program. Frankly, Dr. Johnson, I think it is ridiculous to even suggest such a thing."

I hope that these letters and my own will suggest that it is imperative that the decision to omit the developmental reading courses from the teacher preparation courses be reconsidered. Thank you.

MR. JOHNSON: Thank you. Are there any questions, concerns, comments?

DR. MC DONALD: Just a general question. We heard this statement about mandated reading earlier today, too. If reading is so important, which I happen to personally believe it is, why is it that a Commission has to mandate it? I mean, we are surrounded by evidence that there are poor reading performances, and it gets worse in the elementary school years, et cetera, why is it necessary to mandate it into a teacher education program?

MS. JACOBOWITZ: Well, I think that the way the education system is set up, at this point, there is a great concern with the product the students have to learn, the subject, and there is not enough concern with the processes which involve the reading skills, and if the students are not required to take these courses, I think they will be more concerned with learning more about the content area they are going to teach, rather than the processes they are going to have to give their students to learn the content independently.

DR. MC DONALD: Okay, there is no way to change that attitude, short of us holding a gun to their head and saying---

MS. JACOBOWITZ: The only way at this point to change their attitude is by exposing them to courses in reading, and the only way they will get these courses is through the mandate at this point.

At Montclair I was involved with project THISTLE last semester where we went into the Newark Public Schools and worked with the high school teachers, and we are not mandated to take the course. They took it voluntarily because they were drowning. The kids couldn't read. They were using books that the kids couldn't read, and they were so thankful for the things we gave them.

DR. MC DONALD: You don't have to convince me.

MS. JACOBOWITZ: Well, I am just telling you that in the colleges, the students don't know about these things. They haven't taught yet, and they are going to find out when they get there, and it may be too late for them, so we have to, in a sense, mandate that they take the courses before.

SENATOR FELDMAN: Everybody likes to blame something on somebody but on the TV and the media--- Usually they blame it on the Chancellor. Do you blame it on the visual aids, they want to look at things on TV rather than read?

MS. LEDERMAN: I don't blame it only on TV. I think TV contributes to the lack of reading that is going on. I blame it on society, because they don't put enough value on reading. That is what I blame it on. That is creating a situation where people don't have to read to make money, and they don't. But, I think that is a very wrong direction.

MR. JOHNSON: Thank you. We will now hear from a singer, Mr. Wright from the Westminster Choir College.

P E T E R W R I G H T: I am here to speak for Dr. Robinson, President of the Westminster College. I have a couple documents which are being distributed. In the interest of time, since my own document is rather long, I will read only portions of it. I will skip some portions entirely, and summarize one or two other elements.

I have great sympathy for the dilemma the Commission faces in hearing the course of three sets of testimony that have come before you, representatives

of various interest groups say, "We must have this, and we must have that, and we must have the other thing in the teacher preparation program, and in all teacher education programs." Where to draw the line is an extremely difficult question about which to make up your mind. It is also an extremely difficult question for each of the colleges offering teacher preparation programs, because each of us has our own specializations, our own priorities about what makes the quality program - whether we deal in teacher education programs or not, and of course many of us do.

I will skip my introductory remarks thanking the Commission for its good work and its wrestling alarm about what I feel are absolutely disastrous results for Westminster Choir College if this document becomes a matter of law. I will also skip the exposition about Westminster Choir College, and hope that you may be able to guess some of the facts that were listed there as I proceed.

I will begin at the bottom of page one, under credit hour mandates. Among many problematic recommendations of the Commission, the most serious of all are those mandating semester-hour allotments to designated curricular components. Incorporation of these minimums into our curriculum would necessitate the lengthening of the music education program to a period of 5 1/2 to 6 years, the only alternative being that of a disruption of the present professional music component. In summary form this can be seen in our chart at the top of page two. I won't go into that in detail, but if you look at the totals in the right-hand column, we come to 185 credits that will be necessitated in order to accommodate on the one hand, the minimum credit-hour allotments mandated by the present commission report, and on the other hand retaining those elements of the professional music training program and of presently offered music education courses outside of field experience that are required by Westminster Choir College.

If I may depart from my report, Sister Ann John spoke earlier about her interpretation of the 180 hours in public schools, feeling that would represent half-time student load for each of two semesters. Our interpretation of this is that it would represent a full-time student load, in that under field experience you mandate one-fourth of the credits for graduation. That is, two full-time semesters. And, based on the fact that our degree program requires 135 credits presently for a Bachelor's Degree in Music Education, we get 33 credits simply in the area of field experience.

One of the problems represented here is that---

CHANCELLOR HOLLANDER: I really don't understand the chart.

MR. WRIGHT: We can go back to that at the end of my testimony, sir. Dr. Robinson speaks to the problem created for us in terms of our professional crediting association, the National Association of Schools of Music which requires at least 50% of the credits offered in music to be professional music course work. This would be impossible given the mandate of the Commission for credit to be offered in areas other than music.

I turn to my document, paragraph one on page two, it requires far greater preparation to train a competent musician than it does for vitually any other major field in which future public school teachers are likely to concentrate. The foremost cause for this is that, in addition to the accumulation of specialized knowledge, many skills must be mastered and an art form must

be cultivated. As the curriculum at any prestigious school or department of music will illustrate, the requirements for musicians are heavier than for undergraduates in any other field outside the laboratory sciences. Student-faculty contact time is on the order of 25 hours per week in comparison to 15 or 16 hours at most other institutions.

An English major, biology major, or history major - among others - has a Commission mandate of one-fourth of the total semester hours required for graduation - Standard IX, page 33 - a substantial number of which credits would logically be subsumed within the "general education" category. It is doubtful whether more than a small number of a music major's credits could be subsumed under general education if rigorous standards are applied, since the coursework is largely technical, not liberal. We might with justification categorize some music history credits as general education, but to classify similarly coursework in music theory, applied music instruction, conducting, and other indispensable elements of our music program would be contrary to the spirit and inconsistent with the letter of the Commission report.

The music education student at a professional school, like the typical music conservatory, Westminster Choir College offers an uncompromisingly strong program of professional music study. Unlike the typical conservatory, however, the music education major at Westminster is not a "second-class musician," representatives of the "those-who-can't-do, teach" syndrome. Our education majors must meet the same standards as their counterparts in other music specializations. The education requirements are in fact more stringent than those for any other undergraduate major at Westminster because of the array of required courses and the total semester hours that must be earned.

Requirements of accrediting and certifying agencies, apart from the college commitment to professional music training, its thirst toward the preparation of graduates who will work effectively with others, and its continued stress on field experience, Westminster encounters mandates for inclusion of specific curricular components from a perplexing variety of quarters. Some developments of the past four years will serve to illustrate that statement:

- Item: Our professional accrediting agency, the National Association of Schools of Music, has mandated very high minimum standards for music coursework elements in a Bachelor of Music program, including at least 50% of total graduation credits for music education majors.
- Item: The New Jersey State Legislature passed a law requiring that a course in urban sociology be included in every teacher preparation program.
- Item: The Department of Higher Education began requiring all education graduates in all fields to have two courses in the teaching of reading included in their curricula.
- Item: The National Association of State Directors of Teacher Education and Certification (NASDTEC) team mandated an increase of the required experience for music education majors at Westminster in instrumental methods and conducting.

MR. JOHNSON: In reference to that comment, we have thirteen pages of testimony here. I would suggest that we move to recommendations, and maybe we could have a better dialogue in the area. That might be helpful for the Commission if you would move right into your recommendations.

MR. WRIGHT: Well, you can go to the last page of my report, then. I would like to recommend a number of items.

One, reduce or eliminate entirely the semester-hour specifications for various components of teacher preparation degree programs. Failing this, make provisions for specialized institutions to present alternative formats for program approval.

Two, reduce field experience requirements for faculty-student supervision time. Leave evaluation of the effectiveness of the supervisory process to accrediting teams.

Three, reduce or eliminate requirements for faculty-student supervision time. Leave evaluation of the effectiveness of the supervisory process to accrediting teams.

Four, remove the specifications concerning admission to the teaching education major. Let institutions determine this by means of appropriate pre-requisites and screening processes.

Four, remove the specifications concerning admission to the teaching education major. Let institutions determine this by means of appropriate pre-requisites and screening processes.

Five, drop the specification of a 2.5 grade point average for admission to teacher preparation programs. Let institutions determine the aptitude of their students for teaching as opposed to mandating an arbitrary average.

Six, eliminate the requirement that a master's degree be required for all future teachers. Give credence to the possibility that teaching effectiveness can be promoted better through provisions for alternatives.

Seven, stress the importance of screening processes, built-in safeguards, competencies, and institutional goals. Eliminate specifics which are either unworkable or which tend to engender nominal and not substantive responses.

Eight, take into account the impact on disadvantaged students, women, and young teachers which strict application of the Commission report would have.

Nine, let accreditation teams evaluate all aspects of teacher preparation programs on-site, rather than making assumptions about what must be appropriate or necessary for every institution.

Ten, recognize that variety among institutions cannot be promoted by application of arbitrary and inflexible standards.

Eleven, continue the participation of New Jersey in the Interstate Certification Compact, but permit the same opportunity for variation among institutions as exists in the other participating states.

Twelve, recognize that the teaching profession is not lucrative or prestigious and that it is in need of your support and praise.

MR. JOHNSON: I think it is helpful to hear those recommendations, and again assuming that those recommendations are also built on the record as you have stated. I think we have some questions or concerns.

DR. MC DONALD: Mr. Wright, I am going to be blunt. Your recommendations---

But I am going to be constructive for your sake, too, I hope, and ours. Your recommendations really suggest that we arrange our report so it doesn't inconvenience you, right?

MR. WRIGHT: I think you are putting words in my mouth. To answer your question fairly I would demand more time than we have. I don't accept it in quite those terms. I do agree that should you act hypothetically comprehensively upon the recommendations that I made, a great deal of the work and purposes that you have in mind might seem to be undermined. I support, however, my recommendation on the basis of rejecting your fundamental premise, as have a number of representatives who have testified before you, namely that the present state of teacher preparation programs in New Jersey is in horrible shambles and in need of major surgery. We can all improve. We hopefully are all improving, but I suggest that we are better now than we have ever been before, so the major surgery is not called for on the order that you have suggested.

MR. JOHNSON: Could we be better?

MR. WRIGHT: Of course.

DR. MC DONALD: Let's go back to the last part where you commented that we shouldn't be so critical. That isn't the issue. If we wanted to do something to improve the quality of teacher education programs in the State, it seems to me that this Commission after two years of debating at the urging of the Legislature has come up with some proposals that might start a process of improvement.

Now, the practical problem for you is, if that happens, you have real difficulty.

MR. WRIGHT: We certainly do.

DR. MC DONALD: I am going to float a proposal to you, and you can do with it as you wish. I will accept your practical premise. Your program has special demands. I happen to believe that. I am not doing this strictly for political reasons. When I was an associate dean for instruction we had a large music division, and I am familiar with the kinds of requirements you are talking about.

It seems to me there are a couple alternatives, but suggestions as to which ones would be best for the Commission to apply to you ought to come from you, rather than from us. One would be that you would ask for some special status temporarily, because of the genuinely different nature of your program, large demands on acquiring skills in music performance and music teaching. So, that could be considered separately, and the Commission can treat that in the area of other things they will have to treat in the future.

The other would be on a temporary basis to propose ways to accommodate what you are now doing to the requirements. There is so much practical experience involved. For example, if you put somebody working in the music courses, there may be some way to accommodate that to the present department as a transitional stage. I personally think that you are atypical. What we are proposing is meant for the generality of programs preparing people for the elementary and secondary schools in its ordinary form. You have said that. We have not talked about Vo-Tech, and there are a lot of things we have not talked about.

Maybe you ought to seriously consider you being shifted over to those other categories. I don't know if the other members of the Commission would agree to that or think it is a good idea. But, that at least---

MR. WATSON: No, we wouldn't. All of us wouldn't.

DR. MC DONALD: At least it would give us the opportunity to discuss you as unique, rather than us saying that your uniqueness requires that we junk the whole report.

MR. WATSON: Every program, every student, every campus has a uniqueness about it, and I think unless we are going to recognize all the uniquenesses around the State, private or public, whatever the discipline is, I don't think we ought to extend it to one problem.

SENATOR FELDMAN: Dr. Hollander shares with you an immeasurable pride for Westminster Choir College. Frankly and honestly I did not know too much about your college other than your reputation before your coming in here, and Dr. Hollander, our Chancellor has re-emphasized the fact to me that your school is great in your particular field. But, I am hearing things that have astounded me. I never heard them before. Such as, the New Jersey State Legislature passed a law requiring that a course in Urban Sociology be included in every teacher preparation program, and you stated, Dr. Wright, this is being included in the requirements of the last four years. Unless I slept through that Senate session, I never heard of this mandate, so I want to arrest your fears. I want to know what this is all about. But, I don't think we mandated Urban Sociology. I wish you would enlighten me.

MR. WRIGHT: The course is referred to under several different terminologies. Persons here have referred to the same course by different names, inter-cultural studies. Perhaps I have used the wrong term as far as this Commission is concerned.

SENATOR FELDMAN: Perhaps it could be a regulation, not by legislation.

MR. WRIGHT: It is a matter of legislation.

DR. HOLMES: It is part of the Administrative Code passed by the State Board of Education.

SENATOR FELDMAN: I believe that the buck stops at the Legislature for the things that we do, and the buck should stop at the Department of Education and the Commissioner for what he does. (Laughter)

If we were responsible for that, I would know about it. It was done through regulation, I believe. So, the educators have to understand what is administrative law through regulation and what is legislative law. It is easy to erase a regulation law. It all depends upon who the next Commissioner will be or the next Chancellor, but the Legislature demands a vote of the legislators to repeal something which has been done. So, if this certainly knaws away at your educational vitals, you should make it known to the Department of Education.

MR. WRIGHT: I take your criticism that---

SENATOR FELDMAN: It is not criticism; it is just an observation.

MR. WRIGHT: I take your observation to mean that I have ascribed the mandating of that particular course requirement to the legislature incorrectly. It remains, and of course it has been mandated from a source outside the college, as merely one of the many things mandated in responding to the very kind comments of Dr. Mc Donald. I appreciate your suggestion that we see

what we can do to accommodate ourselves to the recommendations of this report. We will certainly do so, especially when it becomes necessary. We have been accommodating, and accommodating, and accommodating, however, for quite a few years, especially in the very recent past.

DR. MC DONALD: I wasn't suggesting being accommodating; I was suggesting thinking of the principles we are trying to apply and suggesting ways that might fit you, but would be different from what would be required. We want more field experience for people who are going to teach, for example.

DR. HOLMES: Mr. Wright, with regard to those courses, we have members of the teaching profession here and other individuals. When it appears--- I want you to know that something is not proposed by the board and passed by the board without necessary public comment and public hearing. I think the few courses that have been mandated by the State Board of Education over the past five, six, maybe seven years, if not longer, have been few. We are talking about reading. We had members from the profession speaking earlier, speaking to the fact that they were appreciative that the State Board mandated courses for individuals, since our reading level was low. In terms of inter-cultural relations, I will defend that one as well in the sense that there are many teachers who do not reside in the urban areas who are not familiar with certain problems that exist there as our economy has changed.

It was thought and obviously supported by many members of the community that a course such as that be mandated, since it was not included in many teacher programs around the State.

MR. WRIGHT: We do not attack that or most of the other recommendations which this Commission would mandate, or which are already in effect, requirements for teacher preparation programs. My main point is that these courses represent simply some of the many, many requirements which we face. Every time even one more course is added, it presents that much more of an insoluble problem for schools such as our own in particular and, to varying extents, other institutions. Looking at most any requirement individually, it is in most cases in this report easy to justify and to agree with the point of view. When you put the whole package together and look at our institution in particular, it makes little or no sense.

MR. JOHNSON: In your specialized field of music ed, have course requirements grown over the years in that area as you perceive it from the school's point of view and is there a need for more specialized courses and required courses in that particular field?

MR. WRIGHT: Was that a question you were asking?

MR. JOHNSON: Yes. In other words, has the requirement for graduation from Westminster Choir College over the years increased in course hours in the area of music programming?

MR. WRIGHT: They have and did so, as I mentioned elsewhere in this report, to the point where the faculty realized that in all majors the requirements were simply too heavy for an undergraduate. A reform was instituted with great difficulty, reducing the requirements in all areas except that of music education because we found in the process of those two years of the curriculum reform struggle that as soon as we managed to get somebody who would be willing to give us something in some area, then another course was mandated by our professional crediting association, by the State Board of whichever terminology might be correct, and from other sources both within and outside of the college. Thus, the music

education program remains as difficult as it ever was and you seem to be suggesting that it is going to become a great deal more difficult.

DR. MC DONALD: Where do most of your students teach?

MR. WRIGHT: The greatest majority of our students - the greatest plurality of our students - come from New Jersey and teach in New Jersey.

DR. MC DONALD: In the public schools?

MR. WRIGHT: In public schools, private schools and across the country.

DR. MC DONALD: Are they entering teaching as a career or is it kind of an insurance policy because their primary life is as musicians?

MR. WRIGHT: Ten years ago or twelve years ago, I would say that many of them - perhaps I should say a significant number of them, more than we would like to think of - were entering music education as a backup in case they didn't make it as performers. Today that is not the case. First of all, our music education enrollment as most education enrollments everywhere has been declining in its total numbers. Secondly, the educational field, music or otherwise, is not as attractive a field today as it was twelve years ago and twenty years ago and the requirements for completing the teacher program are far heavier than they were in these previous eras.

DR. MC DONALD: Incidentally, would you like us to modify your numbers on page 2? I think our numbers don't agree with your numbers. For example, for the 33, we have from one of our staff persons keeping track of this --- instead of 33, we have 30. Fifty is the same in general education. We keep getting 15 instead of 16 in the behavioral sciences. We make no specification in non-practicum education courses. So, I don't know how you got 21. In the non-education major, we get 30 instead of 65. Our total of what we are asking for is 125 instead of 185. And most of the 125 are already in the curriculum in one form or another.

MR. WRIGHT: Then let me explain this. First of all, we require 135 hours now for a music education graduate. Your standard under field experience is one-fourth of the credits for graduation. One-fourth of 135 - 33 is as close as you can get, not 30.

DR. MC DONALD: How do you get one-fourth, by the way?

MR. WRIGHT: Standard IX, page 34, sir. One-fourth of the credits for graduation is the specific language of the Commission Report.

DR. MC DONALD: Okay - sorry.

MR. WRIGHT: Now, general education ---

DR. MC DONALD: I must read that report. (Laughter.)

MR. WRIGHT: General education - we agree - again one-eighth of the credits for graduation; one-eighth of 135 comes out to 16 for us. Non-education major field, again one-fourth the credits for graduation comes to 33 by the Commission's definition. We already have 65. We are not about to chop off 30 credits from our professional non-education major field of music. We have to have that minimum 65 credits there. You can't train a musician and you can't train a musician who is going to teach effectively in the public schools without those 65 credits.

Does that answer some of your questions or am I still misreading you?

DR. MC DONALD: Yes. I see where your problem is. You only have 33 general education credits.

MR. JOHNSON: Are there other questions? (No questions.)

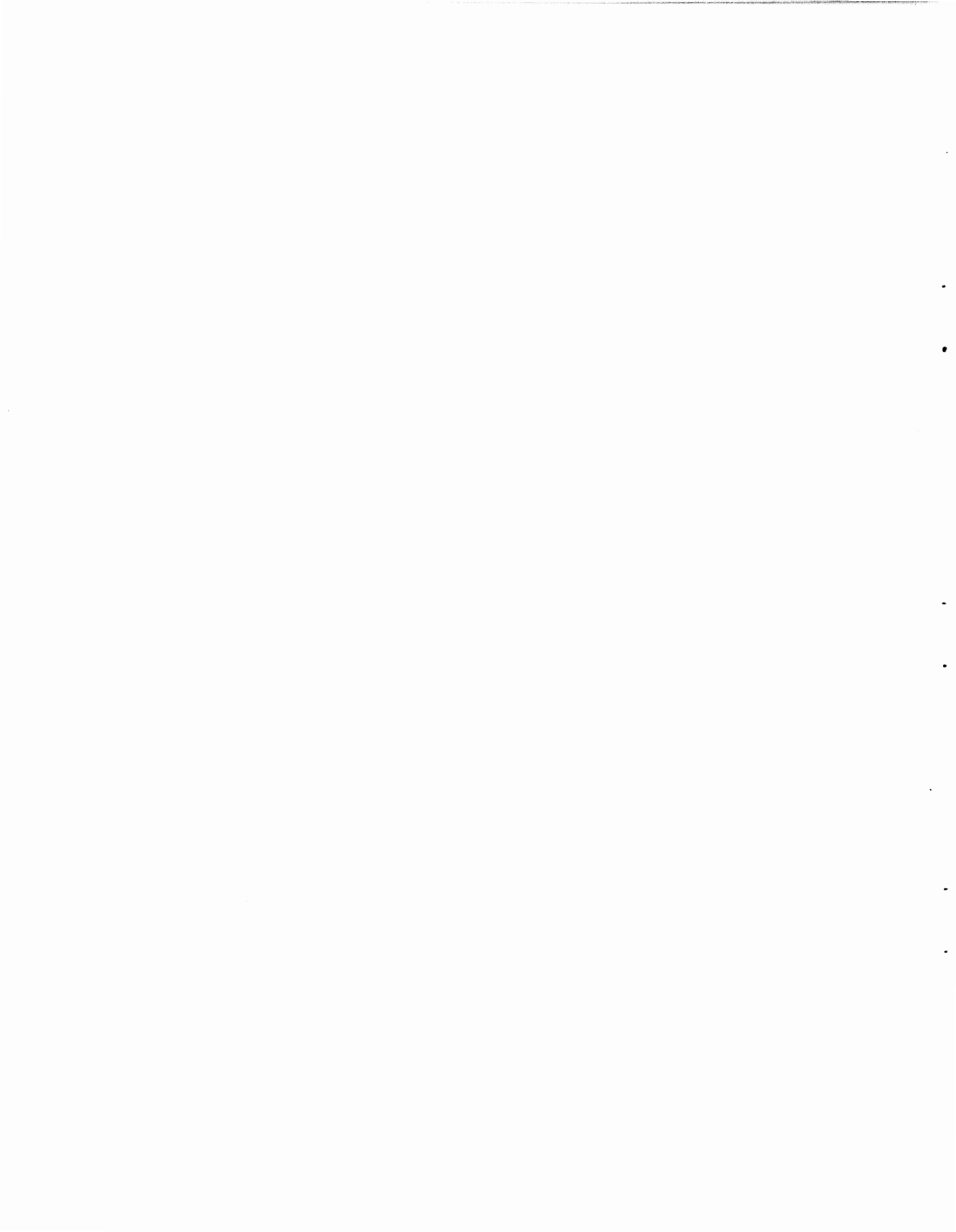
Thank you, Dean Wright.

Is there anyone else who wishes to speak?

Again, I want to thank the Commission members for their participation.
We will adjourn at this time. I want to thank the staff and the
stenographers.

(Hearing Adjourned)

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RESPONSE TO THE PRELIMINARY REPORT OF THE COMMISSION
TO STUDY TEACHER PREPARATION PROGRAMS IN NEW JERSEY

Dr. Georgianna Appignani
Dean, School of Education
Kean College of New Jersey

October 21, 1980

Thank you very much for the opportunity to appear before you today.

I am speaking on behalf of the Teacher Education Council of State Colleges and Universities. This is an organization comprised of education deans whose schools and colleges are members of the American Association of State Colleges and Universities. The state colleges of New Jersey are currently supplying 75 percent of all pre-service and education personnel. Consequently, their involvement in planning reform in teacher education is critical. I wish to point out to the Commission the necessity of recognizing that these colleges are directly impacted by policies and budgets developed by the Department of Higher Education. Consequently, the relationship of the Department of Higher Education to the State Education department in regard to teacher training is of paramount importance.

I wish to make the following recommendations to the Commission pursuant to the circulation of the Preliminary Report of the Commission to Study Teacher Preparation Programs in New Jersey issued in July 1980. These comments will not include a line by line response to the recommendations of the Report. Rather they hope to focus the attention of the Commission on some important issues not sufficiently addressed in the Report as well as to provide some suggestions for actions which would facilitate attainment of the goal of creating a thorough and efficient system of education for the children of New Jersey with qualified personnel.

My first recommendation focuses on the need for the Commission to reconcile the intention of proposed legislation to improve teacher education with the goals and purposes of T & E. Such legislation should explicate the necessity

of joint commitment of the State Education Department and the Department of Higher Education to collaborate in developing and supporting a system for the education of educators.

In recent years, New Jersey has anticipated progressive national education movements particularly in relation to P.L. 1975 and laws concerning the rights of handicapped children and those whose primary and dominant language is not English. In each case, the enabling legislation has been visionary and provided state and local bureaucracies with guidance concerning the kinds of administrative regulations and resources such purposes would require.

The document issued in July falls far short of such legislative development. As presented, the Report is little more than a limited redesign of teacher credentialing focusing on the need for longer initial preparation time; more traditional study in liberal arts; more practical experience in the public schools; and the need to shift responsibility for pre-service teacher preparation program evaluation from one office within the State Education Department to another.

There is no question that teacher credentialing in New Jersey needs to be overhauled. So is teacher education in need of reform. The entire nation, as is evident by popular discussion and the media, agree that teacher education needs reform. The October issue of Phi Delta Kappan points out that colleges of education "will in all probability never overhaul their programs if each college is to do it alone" and that "forces broader and more powerful than those of a single college can. . .break through. . .to bring about a new day. . . ."

We are hopeful that the work of the Newman Commission will be impetus for such needed reforms. However, it is distressing to note that the Commission summarized its recommendations with a list of course by course requirements

and sketchy administrative rule making rather than presenting the policy parameters by which all teacher preparation programs would be developed and evaluated. It is agreed that the T & E education of the children of New Jersey should be conducted by qualified teachers who have been appropriately prepared. It is important to note that P.L. 1975, Ch. 212 specified the responsibility of the State to provide a system which would insure the T & E of all children. This legislation and its subsequent regulations don't define what such education is with course by course specifications.

Rather, T & E is designed as an accountability system which focuses on the State's responsibility to insure that local districts identify their goals; propose appropriate measurements; and develop with the State budgets consistent with the projected programs. Further, it gives the State responsibility to develop a method of reporting subject to public review as well as the responsibility to provide technical assistance to those areas identified in educational need.

Similar policy parameters explicating the State's responsibility to design a system of teacher preparation which provides for accountability, diversity, appropriate resource support, developmental assistance, evaluation and a method of reporting subject to public review needs to become a more central theme in the Commission's recommendations.

Absent from the report and important to correct immediately and legislatively, if we are to ameliorate the training of teachers, is specific language concerning the collaboration of the DHE and SEA and their respective roles. Such collaboration must focus on joint responsibility in the planning, budgeting, operating and reporting of integrated programs designed to meet the pre-service and in-service needs of education personnel as indicated in T & E legislation, federal initiatives, and the generally acknowledged need for education personnel to continue development throughout their professional

careers. This includes the needs for staff and program development in the institutions of higher education.

There are extant examples of legislation in other states like Florida and Ohio designed to identify the collaborative role of higher education and the public schools. Unfortunately, the Commission's preliminary report focuses more on regulatory specifics of the SEA and the DHE rather than those of system responsibility. It is also hard to reconcile the concern of the State with reform in teacher education with the absence of comprehensive attention to teacher education in the New Jersey Master Plan for Higher Education.

X There are approximately 100,000 education personnel employed in New Jersey, with an estimated 5,000 replacements needed annually. This labor manpower requirement alone speaks to the urgency of such planning. Further, initiatives at the federal level, both in Title V and VI of ESEA require comprehensive planning by the state for both pre-service and in-service personnel needs. The state should demonstrate its capability for interagency planning by adding appropriate sections for teacher education reform to the Newman Report and to the State Master Plan for Higher Education.

Consistent with the need for planning is the necessity to anticipate the effect of social, economic, and program changes on the potential pool of persons who are currently in the process of becoming teachers who can be recruited to become teachers. The section in the report on the expected effects of the proposed changes needs to include some statement on the kind of personnel the proposed changes are intended to effect. Much has been written in recent months, particularly by Timothy Weaver, on the brain drain in teacher education.

My second recommendation concerns the need for a more accurate analysis of the current teacher supply-demand picture in New Jersey and the need to

anticipate the impact of the Commission's proposals. Appropriate actions and programs should be developed.

Last year, the state employed close to 4,500 new teachers; only 4,300 were produced by all the colleges in the State (see attachment B). It should be noted that this number represents a 42 percent decline since the record production year of 1974 when 7,448 were produced. It is important to note that the state colleges and university produced 88 percent of all pre-service teachers in 1974; and 85 percent in 1979. The state colleges alone produce and have consistently produced approximately 75 percent of the total pre-service population. Their capacity to deliver the kind of quality programs envisioned, given the cuts in personnel and resources experienced in the last six years, must be assessed and an appropriate commitment to allocate resources must be made. One state, Ohio, generally not identified as abounding in resources for education, has committed \$10 million to improve its teacher preparation programs. This amount, \$10 million, represents the estimated cost of providing the proposed extensive field experiences for 4,000 pre-service teachers as proposed by the Commission.

Certainly, if such funding should be provided, it would be better spent on the development of innovative programs and arrangements addressed to meet the educational needs defined in our State. Schools, colleges, and departments of education need program and staff development funding but they need to become integrally linked to the education system of the State as well. Resources should be provided for both activities.

The assessment of public schools currently underway gives the Commissioner of Education responsibility for providing technical assistance to those schools found in need. Agencies designed for that purpose are the county offices and the Educational Improvement Centers. The role of higher education and

schools, colleges, and departments of education has not been specified. One possible solution can be patterned after the Teacher Center program sponsored by Syracuse University. Here, college faculty conduct and coordinate pre-service and in-service training activities subject to a program built on needs assessment and evaluation. Rather than receiving honoraria, the district receives credit vouchers to be used at the college for the district's staff development needs.

The state of Florida budgets \$5.00 per pupil for in-service training; \$3.00 of which must be spent in an institution of higher education. Georgia has developed a professional development plan for new teachers in which colleges play an active role.

The role and resources of our teacher education institutions have been drastically reduced. They must not be reduced further.

The budgetary implications of the Commission's proposals are exacerbated by the academic profile of students selecting themselves into education. There is universal agreement that the academic characteristics and performance of students in teacher education needs to be raised.

The current pool of students enrolled in undergraduate and graduate programs in education does not suggest that we are attracting persons of outstanding academic ability to the education profession. However, given that the profession is currently deprived of its traditional resource of personnel; that is, those bright, articulate women who now choose training in other fields, and given the economic or social disadvantages of education as a profession, it is not difficult to project that left to market fortunes, fewer persons looking to capitalize on their investment in higher education, will select themselves into education as a career. This would lead as it has already in the areas of mathematics, science, and physical education to the employment of persons on emergency certification and probably

with lower academic qualities than those anticipated by the Commission Report. And the resources of the colleges would decline even further. If the State is concerned with attracting a sufficient number of superior or at least above average persons into education the Commission should seek to broaden the definition of educational preparation to provide training for the life-long learning functions of education which has come to characterize our society. Large numbers of persons are employed in educative roles in industry, health, the military and human service agencies. The Commission's insistence that students spend time exclusively in classrooms in public schools limits the potential pool of persons who may be interested in education as a profession. Further, it does not seriously recognize the scope of the education industry or the needs for such preparation. Such a comprehensive definition would serve to strengthen the commitment of higher education to collaborate with traditional education departments in new inter-disciplinary arrangements. A national movement in this direction among education leaders hopes to broaden the definition of the education profession to strengthen not only the knowledge base of learning but to stimulate cross-agency exchanges and strengthening of appropriate training models. Title V of the recent amendments to the Higher Education Act of 1965 includes language which authorizes the diversification and redirection of education programs to make maximum use of human resources in the field of education and public service. Such an education future orientation would serve New Jersey well. The Commission should propose the development of such programs across the state as well as consortia arrangements to develop workplace and human service training programs as anticipated by the School of Ed. Assistance Act.

My third recommendation concerns agreement that a period of induction is needed before entry into the profession. One should not equate, however, this induction period with the attainment of a master's degree. I recommend that the Commission clarify the policy parameters that propose to characterize

pre-service programs as well as policy parameters for the induction period. These policy statements should provide for local autonomy, flexibility, diversity, encourage excellence and reflect a definition of education as a broadly defined profession. It must be assumed that colleges will be preparing students dedicated to careers in the education profession in addition to careers as elementary or secondary school teachers. Such policy guidelines would be consistent with the visionary design for education which is beginning to emerge in the state in other areas of education. It must also be applied to the preparation of educators.

In regard to current programs preparing teachers to work in public schools, we must not be left with the impression that the colleges of our state are not in the main characterized by ~~the~~ programs similar to those proposed. Both NCATE and NASDTEC include the standards identified in the report as well as other standards equally relevant. However, they do not and should not specify a course by course curriculum. New Jersey should resist such proposals as they are narrow, provincial, lead to add-ons by interest groups and reduce program planners to laundry list checkers.

It is ironic to note that in the approximate 130 semester hours of undergraduate work proposed, several courses currently required for certification in New Jersey are omitted. Curriculum cannot and should not be built in this additive or negotiated way. Each college should be required to present a rationale for the program it is sponsoring, hard evidence that the students meet academic standards, evidence that the curriculum is supported by sufficient academic and instructional resources, and that the program combines theory and field practices and is subject to periodic self-examination by students, colleagues, and the profession; as well as summative evaluation by an appropriate accrediting agency. These characteristics must characterize most teacher education programs as they are presently conducted in New Jersey. This is not to suggest

that improvements should not be made; that closer links need to be built with the education community in the public schools for pre-service and in-service training; or that each education program should include a period of induction which permits students to further refine their skills before they are awarded a standard New Jersey certificate.

The State Education Department or the Department of Higher Education should specify their concerns and immediately rectify the programs and areas in need of correction. Vague references to problems of external accreditation and the need for greater assurances of the academic profile of teacher education students will not change the education of teachers quickly if at all. We can and should be much more precise in the identification ^{of} areas in need of change and immediately correct them. Here are three:

1. Teaching as a career option is not attracting intellectually superior students. Create a "merit" scholarship program.
2. Schools, colleges, and departments of education cannot be held accountable for the academic experiences of transfer students from the county colleges which comprise half their populations. County colleges should be required to limit their involvement in teacher education programs or create two tier programs with clear role delineations. (I have presented evidence before this Commission in 1978 which demonstrated that many county colleges offer what amounts to entire teacher preparation programs. This situation must be rectified.)
3. Ask each dean of education to review their programs in light of NCATE or NASDTEC standards; identify strengths and weaknesses with a concomitant plan of approval. Support such program improvement plans with joint resources from the State Education Department and the Department of Higher Education.

A planning, research and technical assistance agency for teacher education is urgently needed, not more regulations.

My fourth recommendation concerns the need to clarify and supplement the roles and responsibilities of three governance groups referred to in the Report: the Advisory Council on the Evaluation of Teacher Education, the Board of Examiners, and a standing commission to monitor the implementation of the recommendations of this Report. Although I applaud the proposed reconstitution of the Board of Examiners to include deans of education, I cannot understand why given the scarce resources available to education in the state that a council be created to develop and recommend standards for education programs and to implement a system of program evaluation when more than one such system exists.

There have been literally millions of dollars spent on the development of program guidelines not only by NCATE, NASDTEC but a host of professional associations such as the National Council of Teachers of English, Mathematics, Social Studies, etc. We do not need a continuing commission to define what is wrong or what has been wrong with the approval of programs in teacher education. Neither do we need a flurry of paper accumulation to indicate all that is right. The State requires all programs to have NASDTEC approval. It also requires all programs to have state approval which means that their programs meet the requirements in the New Jersey Regulations and Standards for Certification manual. It has been of long concern that individuals can be granted initial or subsequent certification on the mere presentation of limited study in particular areas. The ~~inconsistencies in the~~ Report's recommendations for rigor and thoroughness need to be applied to a redesign of the administrative code as it applies to New Jersey Regulations for Certification. The areas of transcript evaluation, multiple endorsements, and study completed at two year community colleges need to be addressed and rectified immediately.

Neither should all teacher education programs be summarily abolished as proposed on page 70. Such a proposal, in addition to insulting the integrity of the higher education community, their graduates and public, will continue the precarious position of teacher education as it dangles as "negotiable" territory in the ever present battle of local autonomy and central control between the state colleges and the DHE. Where is the commitment of the governing agencies proposed to encourage, develop, protect as well as monitor teacher preparation programs?

If improvement of the quality of pre-service teachers is of universal concern in our State such support must be given.

The Commission has made a good beginning, but it has not gone far enough in developing progressive policy guidelines or proposing imaginative appropriate actions. Consequently, we in the state colleges cannot support the entire recommendations of the Report until the issues raised above are clarified.

Thank you.

ATTACHMENT B

Number of Persons Eligible for Initial Teacher Certification
in New Jersey, 1973-1979, as Reported to AACTE, Washington, D.C.

| <u>College</u> | <u>1973</u> | <u>1974</u> | <u>1975</u> | <u>1976</u> | <u>1977</u> | <u>1978</u> | <u>1979</u> |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Caldwell College | 64 | 64 | 52 | 25 | 55 | 30 | 15 |
| Georgian Court | 112 | 87 | 112 | 110 | 102 | 74 | 82 |
| Glassboro State | 902 | 1438 | 1239 | 1409 | 1409 | 814 | 736 |
| Jersey City State | 1035 | 860 | 666 | 387 | 589 | 431 | 320 |
| Monmouth State | -- | -- | -- | -- | -- | -- | 84 |
| Montclair State | 819 | 753 | 819 | 853 | 905 | 556 | 397 |
| Kean College | 1197 | 1055 | NR | 648 | 696 | 643 | 427 |
| Ramapo College | 25 | 37 | NR | 48 | 49 | 8 | 20 |
| Rider College | 296 | 166 | 150 | 118 | 100 | 87 | 183 |
| Rutgers* | 626 | 559 | 605 | 600 | 600 | 450 | 450 |
| College of St. Elizabeth | 54 | 57 | 36 | 53 | 37 | 40 | 42 |
| St. Peters | 151 | 135 | 131 | 80 | 88 | 87 | 80 |
| Seton Hall | 287 | 316 | 229 | 190 | 186 | 170 | 131 |
| Stockton State | -- | -- | -- | -- | -- | 18 | 10 |
| Trenton State | 895 | 1017 | 838 | 954 | 777 | 693 | 530 |
| Upsala | 59 | 54 | 42 | 20 | 7 | 7 | 9 |
| William Paterson | <u>841</u> | <u>850</u> | <u>784</u> | <u>674</u> | <u>1239</u> | <u>563</u> | <u>786</u> |
| Total | 7363 | 7448 | 5703 | 6169 | 6839 | 4671 | 4307 |

* Appears Estimated

October 20, 1980

RESPONSE OF WESTMINSTER CHOIR COLLEGE TO THE

PRELIMINARY REPORT OF THE COMMISSION TO STUDY

TEACHER PREPARATION PROGRAMS IN NEW JERSEY

Submitted by

Peter Douglas Wright

Associate Dean

Westminster Choir College

Princeton, New Jersey

At the public hearing

on the campus of

New Jersey Institute of Technology

October 21, 1980

INTRODUCTION

As an academic representative of Westminster Choir College who has reviewed the Preliminary Report of the Commission to Study Teacher Preparation Programs in New Jersey, I commend the Commission on an admirably thorough and well-written document. The results of your work must be acknowledged to stem from a sincere desire to improve the quality of training programs for New Jersey teachers.

It is with regret that we find the document as a whole unacceptable in many critical aspects, particularly in regard to sections on undergraduate and post-graduate programs. Its fundamental premise is one which Westminster Choir College rejects vigorously: that, as stated on page 3 of the report, there exists a pervasive "dissatisfaction with the quality of teachers graduated from the institutions of higher education in the State."

If the report is accepted by the state legislature and becomes law without major modifications in details as described hereafter, the results for Westminster Choir College will be disastrous. Furthermore, it is my contention that the zeal of the Commission in recommending measures as drastic as we view them is likely to be counter-productive to the intention of improving teacher preparation programs in New Jersey; that is, we foresee that many teacher candidates will decline to enroll in New Jersey institutions. The report as it stands demeans the teaching profession and the public and private colleges which are preparing students for that profession.

WESTMINSTER CHOIR COLLEGE - SALIENT FACTS

Westminster Choir College is an independent professional school of music with a focus on choral music and an enrollment of approximately 450 students. A music education certification program has been offered at the undergraduate level since 1961; education majors currently constitute 53% (181 students in Fall 1980) of the undergraduates. We are the only private professional music institution in New Jersey, and the education students receive the same Bachelor of Music degree as those in our other major fields.

Westminster has had since its origin in 1926 a primary thrust toward training musicians who will work effectively with other people, professional and amateur, old and young. This thrust has been maintained steadfastly since the advent of the education major and gives us, we believe, a strong common bond with those state colleges which began their existence as teacher training institutions. Our graduates are seen by us as unexcelled and to have few peers among music teachers and choral conductors in the public and private schools, colleges, and communities of the United States and of New Jersey in particular.

Westminster was one of the colleges in New Jersey which pioneered the inclusion of field experience for its education majors (as well as for other students). Because of these and other factors we regard our teacher preparation as one of excellence and integrity. No one is exempt from the need to continue improving wherever possible, but the major surgery called for by the report is neither feasible nor necessary.

CREDIT HOUR MANDATES

Among many problematic recommendations of the Commission, the most serious of all are those mandating semester-hour allotments to designated curricular components. Incorporation of these minimums into our curriculum would necessitate the lengthening of the music education program to a period of 5½ to 6 years, the only alternative being that of a disruption of the present professional music component. In summary form this can be seen in the following chart:

| <u>Curriculum area</u> | <u>Commission semester hours mandates</u> | <u>Westminster present semester hours</u> | <u>Necessitated WCC semester hour revision</u> |
|---------------------------------|--|---|--|
| Field experience | 33 (Standard XI, p. 34) ($\frac{1}{4}$ credits for graduation) | 10 | 33 |
| General education | 50 (Standard VIII, p. 31) | 33 | 50 |
| Behavioral sciences | 16 (Standard X, p. 33) ($\frac{1}{8}$ credits for graduation) | 6 | 16 |
| Non-practicum education courses | (unspecified in report) | 21 | 21 |
| Non-education major field | 33 (Standard IX, p. 33) ($\frac{1}{4}$ credits for graduation) | <u>65</u> | <u>65</u> |
| TOTALS | | 135 | 185 |

There are several reasons why semester hour requirements would increase as dramatically as indicated above:

1. Music training requirements

It requires far greater preparation to train a competent musician than it does for virtually any other major field in which future public school teachers are likely to concentrate. The foremost cause for this is that, in addition to the accumulation of specialized knowledge, many skills must be mastered and an art form must be cultivated. As the curriculum at any prestigious school or department of music will illustrate, the requirements for musicians are heavier than for undergraduates in any other field outside the laboratory sciences. Student-faculty contact time is on the order of 25 hours per week in comparison to 15 or 16 hours at most other institutions.

An English major, biology major, or history major (among others) has a Commission mandate of one-fourth of the total semester hours required for graduation (Standard IX, p. 33), a substantial number of which credits would logically be subsumed within the "general education" category. It is doubtful whether more than a small number of a music major's credits could be subsumed under general education if rigorous standards are applied, since the coursework is largely technical, not liberal. We might with justification categorize some music history credits as general education, but to classify similarly coursework in music theory, applied music instruction, conducting, and other indispensable elements of our music program would be contrary to the spirit and inconsistent with the letter of the Commission report.

2. The music education student at a professional school

Like the typical music conservatory, Westminster Choir College offers an uncompromisingly strong program of professional music study. Unlike the typical conservatory, however, the music education major at Westminster is not a "second-class musician," representative of the "those-who-can't-do, teach" syndrome. Our education majors must meet the same standards as their counterparts in other music specializations. The education requirements are in fact more stringent than those for any other undergraduate major at Westminster because of the array of required courses and the total semester hours that must be earned.

3. Requirements of accrediting and certifying agencies

Apart from the college commitment to professional music training, its thrust toward the preparation of graduates who will work effectively with others, and its continued stress on field experience, Westminster encounters mandates for inclusion of specific curricular components from a perplexing variety of quarters. Some developments of the past four years will serve to illustrate that statement:

- Item: Our professional accrediting agency, the National Association of Schools of Music, has mandated very high minimum standards for music coursework elements in a Bachelor of Music program, including at least 50% of total graduation credits for music education majors.
- Item: The New Jersey State Legislature passed a law requiring that a course in urban sociology be included in every teacher preparation program.
- Item: The Department of Higher Education began requiring all education graduates in all fields to have two courses in the teaching of reading included in their curricula.
- Item: The National Association of State Directors of Teacher Education and Certification (NASDTEC) team mandated an increase of the required experience for music education majors at Westminster in instrumental methods and conducting.

In the mid-1970's, after an intensive two-year struggle, the faculty curriculum committee succeeded in achieving what it felt to be a reform in the college music curricula as a whole. The prevailing rationale was that our requirements had been slowly increasing to the point where students were being subjected to unacceptably heavy course loads. The change was viewed by many faculty members as a degradation of standards, not a reform, though they acknowledged the difficulties which undergraduates were experiencing. It was simply not possible, in fact, to reduce the total requirements effective for education majors, given pressures from within and outside the institution. In contrast to other majors, reductions in some areas for the education students were immediately negated by the addition of credits in other components which "had" to receive more attention. The music education curriculum continues to fairly burst at the seams.

4. A highly-structured curriculum

As can be gathered from the foregoing narrative, the curriculum for Westminster music education undergraduates is highly structured. The four-year program in this field includes the element of choice in exactly four courses, all of them in the general education category. Any course elected otherwise by a student constitutes an addition to the 135 presently-required semester hours and does not contribute to the meeting of graduation requirements.

We do not suggest that an effective music teacher cannot graduate from any New Jersey institution other than Westminster. We do maintain that the Westminster music education curriculum has demonstrably more rigorous minimum standards for the range of knowledge and technical competence required for successful music teaching, particularly in the choral music field. The curricular mix and the emphasis on professional music training may be seen by different individuals with admiration, disdain, or indifference, depending on their priorities and points of view. It is our hope that the Commission will stand by its contention that it wishes to encourage the existence of a variety of approaches to teacher education as opposed to a series of indistinguishable programs at all institutions.

IMPLICATIONS OF ADDITIONAL FIELD EXPERIENCE

As stated before, Westminster Choir College has been requiring field experience prior to the traditional student teaching semester for education majors for two decades and did so originally at a time when few other institutions, including the public colleges, were doing so. Despite continued grumbling from some members of the faculty outside the music education department, we remain committed to the concept.

As a college administrator responsible for preparing class schedules, I am staggered by the thought of any substantial increases in the off-campus time required for education students. Administrators from other colleges with whom I have talked express similar dismay. Our education majors must take the same music courses as our other students, all 65 semester hours being required specifically by name. There is no conceivable schedule that would allow a student to earn 33 semester hours in off-campus field experience and to complete other degree requirements in a total time span of four years.

At Westminster this could be accomplished only by what I have called a disruption of our professional music training. At other institutions it would no doubt be accomplished largely at the expense of elective and general education requirements. Indeed, the mandate for 50 semester hours is likely at many colleges to mean that graduates are involved in less general education than they are now. This is hardly consistent with the Commission's strong stand in favor of that curricular component.

Furthermore, I think it is arguable that, notwithstanding the value and necessity of field experience, the primary place for a college education is at the college with its faculty, not in the field. To argue otherwise suggests to me that one is confusing vocational training with liberal and professional education.

The Commission cites (p. 3 and elsewhere) comments from teachers indicative of a widespread feeling that more field experience in their preparation programs would have been useful. No doubt everyone would subscribe to this suggestion in and of itself, but I submit that few if any would seriously campaign for a required program of 5 or 6 years in order to make room for the additional field experience.

It seems likely that teachers were asked only about what areas seemed in retrospect to have needed more attention and not about which aspects of their curricular experience they viewed as expendable. If asked questions along the latter lines, I suspect that teachers would respond that their general education or professional training requirements should have been reduced in favor of more field experience. Even more likely would be an overwhelming rejection of traditional education courses in methods, materials, tests and measurements, and similar offerings.

Public school teachers are not equipped, however, to design college curricula for teacher education programs. While they have unassailable credentials for knowing the day-to-day needs of teaching in today's schools, they do not have an understanding of higher education as a whole and of the need to reconcile the curricular needs expressed by many competing educational ideologies and faculty groups, to say nothing of the constraints imposed by accrediting bodies, state agencies, and legislatures. To determine curricula requires almost superhuman efforts on the parts of faculties and a great deal of judicious compromise in order to arrive at a program which is acceptable to a conscientious faculty and which will pass inspection by those outside the college concerned with quality, accountability, and the marketability of degrees.

ADMISSION STANDARDS

The recommendations regarding admission standards applicable to teacher trainees constitute peculiar problems for Westminster Choir College. Standard XII, p. 34, mandates a formal admission process at the end of the sophomore year for those interested in education. This standard presupposes that all institutions in New Jersey have more or less generalized liberal arts programs and a wide variety of disciplines from which a student, after two years of college exposure, is expected to choose for career purposes.

Admission to the education major

As a one-discipline professional college, Westminster requires all students to declare a major field of interest within music at the time of application and certainly at the time of initial enrollment. Students come to our institution knowing beforehand what they wish to do with their lives and begin with a dedication and clarity of purpose that are perhaps unique in the state. It is essential that they begin specialized major coursework in the first two college years if they are to finish within a four-year time frame. It would be possible to create a dummy classification for students who intend to pursue a certification program, but this would be a mere device to conform with the letter of the law and would have no material effect upon the program of studies being followed.

Terms like "sophomore" and "junior" have only limited meaning at Westminster. The required courses are not only very numerous but also involve many sequential structures and many pre-requisites. We have many transfer students (about 25%) who find it necessary to enroll for terms varying from four to eight semesters beyond their previous college training. In the Spring 1980 semester some 3% of our undergraduates actually possessed a baccalaureate degree and were working on a second degree at that level. Many students accelerate their programs or catch up after falling behind by means of summer and or January interim study. Some Educational Opportunity Fund students require nine or more semesters to complete graduation requirements. A four-year pattern continues to be a common one, but there is a sizable number of students who would be seriously hampered if designations such as "junior" had to be applied with rigor.

Our present pre-requisites for field work are fully adequate for the purpose envisioned by the Commission. In this instance as in many throughout the report, it would be much more equitable, meaningful, and manageable if the report dealt in terms of minimum competencies instead of specifics which may create more problems than they solve and tend to engender nominal rather than substantive responses.

The minimum average for admission

A strong objection to the minimum 2.5 grade average for admission to a teacher preparation program (Standard XII, p. 34) is hereby registered. Teaching is to a large extent an art, a profession demanding aptitude and motivation as well as accumulation of knowledge. Every institution has experienced among its teacher preparation candidates the brilliant student who demonstrates little or no flair for teaching. Also well known is the type of student who earns minimum grades but who excels as a classroom teacher. Such instances may not represent the majority of cases, but it must be emphasized that the use of a grade average in evaluating fitness for the teaching profession is suggestive of unenlightenment and probably even of bias.

The exclusion of students from admission to a teaching major program because they do not possess a minimum average of 2.5 constitutes a crass negation of the philosophy which led to the Educational Opportunity Fund Program. This program presupposes that many students have experienced educational as well as financial disadvantages and yet have potential for self-fulfillment and for vital contributions to their communities and states. Students benefiting from this program may become remarkably able and effective teachers, especially (though not only) upon returning to the urban environments in which they grew up and which they are therefore uniquely well prepared to serve. Yet these same EOF students may achieve only with difficulty even the traditional 2.0 grade average by the end of an entire undergraduate program, let alone by the end of the second year of college.

Deficiency remediation

One of the most baffling conclusions reached by the Commission is that found on p. 23 of the report, where the subject of deficiencies on the part of disadvantaged ethnic or racial groups is discussed. Regarding these deficiencies, the report states:

" . . . it is not the responsibility of the colleges of education to assume this remedial function . . . They are not obligated to remedy situations which are widespread and serious. This responsibility devolves on other components of the institutions of higher education." (emphasis added)

It is difficult to divine what the Commission comprehends by the term "colleges of education." No college in New Jersey now devotes itself to the exclusive purpose of training teachers. At the former state teacher colleges, the state has moved quite properly in the direction of making them multi-purpose institutions which serve many interests of the citizenry. Teacher candidates have benefited greatly by the expansion of teacher colleges to include other disciplines, other faculties, and students with a wide variety of career outlooks.

The Commission cannot intend that disadvantaged students be directed to some sort of special-purpose institution for remediation of deficiencies, only thereafter to enter a "college of education." On the contrary, it falls to all those colleges offering teacher education to provide the necessary remediation. It is precisely our responsibility to provide the preparation for one's intended life work, including the removal of deficiencies. Any other approach would rightly be viewed as discrimination and an attack, unintended as it may be, upon the foundations of the Educational Opportunity Fund Program. The paragraph beginning at the bottom of page 23 and continuing on to the top of page 24, dealing with obligations of colleges toward disadvantaged students, disclaims any discriminatory intent or likely results, but strikes the reader as utterly meaningless or at best misguided, in light of what has gone before.

At the time of preparing this testimony (mid-October, 1980), neither Dr. Rupert Jemmott, Director of the New Jersey EOF Program, nor Ms. Joan Coleman, Assistant Director, had received a copy of the Commission report or been informed of it. Neither was aware of its implications for EOF students in all colleges throughout the state. We would expect many EOF state personnel to react strongly against this mandate and to the concept that "colleges of education" need not assume remedial functions. It is disconcerting to perceive that one state agency has produced a comprehensive report without even informing another agency of its recommendations, let alone soliciting its testimony on a subject affecting the other agency's program and objectives so profoundly.

Effect on grading practices

We contend that institution of the 2.5 grade average would have the inevitable result of engendering an immediate inflation of grading practices on the part of faculties reacting to strong pressures brought to bear by students who are in danger of failing to meet the minimum standard. Such grade inflation has already been experienced in a radical way at institutions which tend to attract pre-medical or pre-law candidates.

It is one thing for a professor to demand a minimum performance to pass a course; it is quite another thing to withstand a plea from a student that a term paper should be given a grade of "A-minus" (for example) as opposed to "B-plus" when admission to medical school -- or a teacher preparation major -- may hang in the balance. It is unrealistic to suppose that faculties will respond favorably to a mandate imposed from outside the institution or to suppose that grading practices will not be modified to accommodate tomorrow's prospective teacher candidates.

There would be a variety of means of adapting otherwise to the 2.5 standard if it becomes law, few of which would reflect any material improvement in a student's academic performance. One approach, to give an illustration, may be projected. A faculty might determine to award additional quality points for grades suffixed by a "plus" but to make no corresponding reduction for a "minus," whereas these suffixes might presently have no effect upon grade averages. No benefits would accrue in this scenario; we would experience only a great increase in grade-grubbing and dispute over fine distinctions in many subject areas where grading is necessarily somewhat subjective in nature.

TEACHER-STUDENT RATIO

The recommendation to enforce one-to-ten teacher student ratios is based on a premise that can hardly be disputed. The fewer students a teacher has to supervise, the more attention each one receives. Applying the same logic, a one-to-five ratio would be better yet, and of course the ideal would be one-to-one. The Commission has compromised between the ideal and the possible by adopting an arbitrary figure in the same way that colleges have done so. The colleges know what is financially possible, however, while the Commission has no such yardstick. It is much more appropriate for accrediting teams to evaluate on-site whether a college is adequate or too thinly-provided for.

As was revealed by testimony at Glassboro State College on October 7, 1980, the implication of a one-to-ten mandate would range from a twofold to threefold increase in faculty to supervise teacher candidates at the institutions from which testimony was received. The same implication holds true for Westminster Choir College. The report blithely recommends (p. 4) that "changes be made in the funding formula for the faculties of departments and colleges of education," so that sufficient personnel can be made available.

There is no suggestion in the report concerning what should be sacrificed in order to increase the faculty time for supervision of field experience. This seems to be one of those areas in which institutions are expected to be variable rather than carbon copies of each other. Apparently we are to vary in our sacrifices but not in what we retain or add.

The Commission surely comprehends that any "fat" left over from the expansion of higher education in the 1960's has been stripped from sorely squeezed budgets today. We can only assume that "changes in funding formula" translates as "increases in spending." Such a recommendation comes at a time when all institutions are trying to cope with increasingly close scrutinization by governments and accrediting bodies,

with the manifest need to continue strengthening both the quality of their programs and their financial bases, and indeed with the basic need to survive at all. Westminster Choir College simply could not survive the necessity of doubling or trebling its education faculty.

For the public colleges, an increase in spending can result only from additional state appropriations or from raising student tuitions; either way, the funds come out of the pockets of the state citizenry. The private colleges, of course, do not enjoy even this dubious privilege. An increase in spending for us can result only from charging our students a higher tuition. This would affect admission adversely, thereby undermining the institutions' financial bases -- the process is a familiar one -- with the ultimate result that some or all private colleges would be forced out of the teacher training business or even out of existence. This in turn would place a much larger burden upon the state to provide for the preparation of teachers now being trained in the private sector, a situation presumably not acceptable to either the legislature or to the public.

INITIAL CERTIFICATION - THE INTERSTATE CERTIFICATION COMPACT

On p. 54 of the report the Commission recommends that the Interstate Certification Compact (ICC) be honored for purposes of granting initial certificates to teachers whose training was completed in an approved program in a reciprocal state. This statement has a superficial logic and reasonableness: it suggests that New Jersey honor existing agreements, respect the integrity of teacher education programs at institutions outside of the state, and welcome teachers who graduated from those programs. I do not believe the recommendation bears scrutiny.

The report gives throughout the impression that new ground is being broken, that fresh, tough standards are to be applied in order to remedy a situation which besets New Jersey teacher training programs. It reads like a rallying call for the rest of the nation. Commission member responses to verbal testimony at Glassboro State College on October 7, 1980, tend to reinforce this impression.

Either the Commission considers it urgent that teacher trainees undergo the kind of training mandated for the undergraduate program or it does not consider it urgent. There is little virtue in remolding programs at New Jersey colleges in the name of quality control while at the same time paying no attention to the experiences of teacher trainees in other states which happen to subscribe to the ICC. The Commission does not appear to view its report as one designed to bring New Jersey into step with everyone else; does it foresee a rush on the part of other states to follow the lead of New Jersey? Such a latter development is hardly likely; at the very least, the recommendation cannot be based upon a wager as to the future actions of other states. What is so onerous about teacher preparation programs in New Jersey that would make initial certificates readily available to graduates of out-of-state programs but would apply far stricter criteria to in-state programs?

The actual result of the recommendation will be to drive prospective teachers who can afford it out of New Jersey to other states. Students will quickly discern that they can transfer certificates reciprocally back to New Jersey, have more flexible curricula, and choose among a wider variety of programs than would obtain if they attended New Jersey colleges. The entire process would be much easier and more palatable for them.

We do not advocate that New Jersey cancel its participation in the ICC. We do maintain that it is not in fact logical to develop a set of standards at wide variance with prevailing practice to be applied exclusively to students who complete teacher preparation programs in New Jersey. We advocate a substantial modification of the Commission's extreme stand that will make sense within New Jersey and that will give credence to the accomplishments of NASDTEC process as it is now carried out both in- and out-of-state.

THE POST-GRADUATE DEGREE

There are many programs leading to the master's degree in New Jersey, including one at Westminster Choir College. All stand to benefit financially by the influx of large numbers of teachers who may find it necessary in the future to matriculate in post-graduate programs in order to achieve the coveted professional certificate envisioned by the Commission. Yet we are confident that most colleges and most members of their faculties and administrations would share our own sense of revulsion at the concept.

Rationale for post-graduate education

Post-graduate education for teachers has always had two main categories of attraction for teachers: a desire to further intellectual pursuits and/or a desire to qualify for increased remuneration on school board salary schedules. A degree beyond the baccalaureate level has never been regarded -- nor is it likely ever to be viewed -- as attractive for purposes of improving's one's teaching effectiveness.

To fill the void (if the term is even applicable) for the many teachers who have felt or been conditioned to feel the need for self-improvement, various developments may be cited. One of these is the personal improvement program (PIP) concept or similar approach in effect in many local school districts. Another is the Educational Improvement Center concept, extensively lauded by those who have participated. A third is the enormous array of workshops offered all over the country, primary features of which have been the engagement of master teachers and the presentation of innovative techniques, philosophies, and materials for use in the classroom. All of these provide refreshment, stimulation, choice, and motivation for practicing teachers.

It was argued at one point during the Glassboro testimony of October 7, 1980, that the vehicles just described are so multifarious that they cannot be monitored by the state; dismay was expressed concerning the discrepancies that might arise in the experience of teachers of one school district in comparison to another district. Apart from perceiving a kind of paranoia in such reasoning, I submit that the Commission report already countenances such discrepancies by virtue of recommending continued participation of New Jersey in the Interstate Certification Compact (as pointed out previously) and promoting variation in approaches to teacher education.

Likely view by teachers of a master's degree

One reason for our abhorrence of a universal master's degree for teachers of our state is that we recoil at the thought of receiving applications from candidates for a degree which is not seen as desirable or necessary by those forced to acquire it. We would not be dealing with a body of individuals who are preparing for a life's work; they will be individuals who consider themselves already engaged in it, who will doubt seriously the efficacy of the degree, and who will become grudging students at best. We already have a similar but less virulent phenomenon in the form of individuals who come for a master's degree for the purely monetary purpose of moving up on a salary scale. The motivation is entirely wrong. Many teachers will prove to be successful

immediately or shortly after receiving the initial certificate and will take exception to the notion that they are not prepared for full-fledged careers prior to achievement of a graduate degree.

Consider the case of a young woman who earns an initial certificate, marries, and teaches successfully for perhaps three years before becoming pregnant. She discontinues her teaching career for two years, deciding then to re-enter the profession. Now she is faced with the necessity of earning a master's degree. She cannot attend night school extensively while teaching full-time, leaving her no time for her husband and child. Her attendance of graduate school full-time would place an intolerable strain on the budget of a young family. In a very real sense, requiring a graduate degree for this woman may be viewed as discrimination against the female who chooses to have children.

The case of a young male teacher may be just as problematical. If his wife is at home taking care of a child, he must work full-time, for the family must derive an income from at least one partner of a marriage. Even assuming that some limited evening study is available to the young man (or to the young woman), it is probable that there will be but a single choice among institutions offering the requisite degree program; namely, the one closest to the person's home or to the school employing the individual. The young teacher may be lucky to find an institution within 30 miles of home for commuting purposes, and the possibility of attending a program of greater attraction than another may well be precluded by considerations of travel time and cost.

Professional licensing

Everyone subscribes to the concept that teaching is aptly referred to as a "profession." There is a clear implication in the report that a post-graduate degree is only a natural extension of that concept. The idea seems to be that, if an advanced degree is required in the professions of medicine and law, among others, the same should be true for teaching. The Commission says as much on page 49: "All other licensed professions in New Jersey require some combination of experience, education, or examination for permanent professional license."

The philosophy that "what's-good-for-the-goose-is good-for-the-gander" must be disputed. It is the Commission which has emphasized the term "license" as opposed to the term "certificate," which latter has been the prevailing nomenclature in the teaching profession. Moreover, the Commission neglects to note that one is not allowed to practice law or medicine at all until a license is achieved.

One can study history or political science at an undergraduate level, but very little law as such. A similar statement may be made regarding pre-medical education. For teachers, however, it is indispensable to study a great deal about one's discipline at the undergraduate level, along with the methods for purveying that discipline to public school children. There is a clear line of demarcation in this and other respects between professional training for teachers and that for doctors and lawyers. There is in fact no ineluctable equivalence among professions in terms of minimum requirements for licensure. The analogy is not supportable.

As further evidence of that contention, it should be noted that the teaching profession involves much greater numbers than those of medicine and law but is much less lucrative. It is a profession not regarded very highly nationally, which may account for the low salaries (among professionals) and indeed for the advent of the Commission's report, which starts with the premise that our teachers are for the most part poorly prepared and are at best only minimally competent.

Sources of professional practitioners

Physicians and attorneys frequently derive from upper-class society, their parents able and willing to help them complete post-graduate study. Even those who must support themselves in medical or law school can look forward to a career of great prestige and an income which will permit them to pay off their debts quickly and to live in comparative ease.

Teachers, on the other hand, come seldom from the upper classes. They derive typically from the middle classes and have begun to include increasing numbers of persons who come from disadvantaged backgrounds. Few of them have parents who will support their post-graduate work. They can look forward to a career of minimal prestige in comparison to those in other professions, to many years of debt repayment, and to incomes exceeded by workers in some non-professional jobs.

Teaching salaries

What motivation does the Commission have in mind that will convince teachers that it is worthwhile to obtain a post-graduate degree in order to retain the privilege of teaching in New Jersey? Salary increases to bring teachers up to levels comparable to those in other "licensed" professions are manifestly unattainable. Any parent in New Jersey knows this from having attended a PTA meeting where the principal has lamented the "caps" on spending increases for education. These caps are forcing school districts everywhere to reduce or eliminate aspects of their programs just in order to give cost-of-living increases to teachers who will otherwise leave.

This gives rise to yet another urgent question: given economic constraints already upon them, how are local school boards to cope 20 years from now with a complement of teachers, most or all of whom possess by legal compulsion a master's degree and expect to be paid commensurately with that fact? Surely it cannot be thought that, once a master's degree becomes the minimum credential, salary scales can be comparable in future economic terms to scales at which the bachelor's degree was once the norm.

The institution of a universally-required master's degree will lead, I feel, to a substantial exodus of teachers from the profession and certainly from the State of New Jersey. Some will stay, of course, and some high school graduates will continue to enter programs of teacher education in New Jersey colleges, but the loss will be irreparable and will seriously impair the quality of instruction available to future children of the New Jersey public school system. This represents the kind of counter-productivity referred to at the outset of this response to the report. I ask the Commission to consider carefully whether tomorrow's teachers will with good grace or even grudgingly conform to a legislated post-graduate degree mandate or whether my pessimistic outlook has reasonable probability.

CONCLUDING REMARKS

To do justice to the Commission, one must acknowledge that their intentions are clear and laudable. Their desire is to inject and to insure quality within teacher education programs around the state. It is easy to be enthusiastic about some of the recommendations so long as one considers them singly and without regard to the whole.

It must be acknowledged that this response to the report is such that, if acted on comprehensively, would render ineffective major portions of the report. I regret that I cannot be more positive about the document under review, but its implications are so inimical to Westminster Choir College, to teacher training institutions in New Jersey, and to the teaching profession that a forceful reply is necessary, in my opinion, to avoid disastrous consequences.

Has it struck the Commission that nowhere in its report is it suggested that there resides any quality or respectability in any teacher preparation program in this state? To be sure, the report does not directly denigrate the achievements to date of our programs; it is couched largely in terms of perceived needs for expanded programs rather than in terms of shoring up weak areas. Nevertheless, the report contains not even the modicum of praise for any existing program that this writer has permitted himself for the report.

Both the colleges and the state's accrediting teams are impeached. In discussing past procedures of evaluation personnel, the report states (p. 8): "The result is that very few programs are not approved." I do not discern an inordinately unkind intent in that sweeping statement, but the inference is clear: few program disapprovals must connote unduly timid or intimidated accreditation teams.

I submit that there is an alternative conclusion that has at least equal validity, especially in the absence of evidence to the contrary: that vehicles for accreditation today -- professional associations, the Middle States Association of Colleges and Schools, and state inspections by NASDTEC teams -- are more than adequate to insure the quality of our programs. A great deal of documentary evidence is amassed by each institution for each accreditation visit and each visit results in an extensive documentary report by the evaluation team. The Commission appears to reject this evidence as being based on unenforced and unenforceable standards, but little or no evidence is brought to bear upon this point of view.

Never before have colleges done as fine a job as now in preparing teacher candidates. The extraordinary degree of scrutinization of our programs by accrediting bodies is one factor involved in this. Another factor is that current students demand quality in the programs they attend moreso than any other generation of students. Never have students been so career-conscious or the colleges so apt to be heedful of the concern of students for finding jobs after graduation. In an era of shrinking enrollments and consumer consciousness, what greater testament to the quality of teacher preparation programs could be desired? Sub-standard teacher preparations need no accrediting teams armed to the teeth with weapons to destroy them; they will die of their own accord by their failure to attract students or to retain them.

Yet the Commission has seen fit at this time of unprecedented outside evaluation, in-house quality control, and economic difficulty to ignore what should be evident and to mandate -- albeit with the best of intentions -- sweeping changes which can and will add immeasurably to the hardships of colleges, of teacher preparation candidates, and of future teachers.

RECOMMENDATIONS

The recommendations with which this response will conclude are inherent within the text here presented and will be given in summary form.

1. Reduce or eliminate entirely the semester-hour specifications for various components of teacher preparation degree programs. Failing this, make provision for specialized institutions to present alternative formats for program approval.
2. Reduce field experience requirements to levels which will permit institutions to retain sensible schedules and to maintain the integrity of their on-campus experiences.
3. Reduce or eliminate requirements for faculty-student supervision time. Leave evaluation of the effectiveness of the supervisory process to accrediting teams.
4. Remove the specifications concerning admission to the teaching education major. Let institutions determine this by means of appropriate pre-requisites and screening processes.
5. Drop the specification of a 2.5 grade point average for admission to teacher preparation programs. Let institutions determine the aptitude of their students for teaching as opposed to mandating an arbitrary average.
6. Eliminate the requirement that a master's degree be required for all future teachers. Give credence to the possibility that teaching effectiveness can be promoted better through provisions for alternatives.
7. Stress the importance of screening processes, built-in safeguards, competencies, and institutional goals. Eliminate specifics which are either unworkable or which tend to engender nominal and not substantive responses.
8. Take into account the impact on disadvantaged students, women, and young teachers which strict application of the Commission report would have.
9. Let accreditation teams evaluate all aspects of teacher preparation programs on-site, rather than making assumptions about what must be appropriate or necessary for every institution.
10. Recognize that variety among institutions cannot be promoted by application of arbitrary and inflexible standards.
11. Continue the participation of New Jersey in the Interstate Certification Compact, but permit the same opportunity for variation among institutions as exists in the other participating states.
12. Recognize that the teaching profession is not lucrative or prestigious and that it is in need of your support and praise.

RESPONSE OF WESTMINSTER CHOIR COLLEGE TO THE

PRELIMINARY REPORT OF THE COMMISSION TO STUDY

TEACHER PREPARATION PROGRAMS IN NEW JERSEY

Submitted by

Dr. Ray Robinson
President

Westminster Choir College
Princeton, New Jersey

At the public hearing

on the campus of

New Jersey Institute of Technology

October 21, 1980

After reading the Newman Commission Report, and studying your response to it, I am disturbed about the effect it will have on two aspects of the education program at Westminster Choir College: the distinctive educational program which we offer and the professional accreditation we have through the National Association of the Schools of Music (NASM).

The Newman Report takes the position that all teacher education programs are the same. One of the strengths of the American system of higher education is the diversity that the private sector brings to the education of the student. Within reason, a private college in this country can determine what it wants to be and then develop an undergraduate experience -- formal and informal, curricular and extracurricular -- that can produce a student who possesses these values. This is the American way: excellence through diversity. Anytime the federal government or state government for that matter, attempts to dictate what types of experiences are right for a specific institution, they have overstepped their authority. It is my belief that state agencies should be concerned with minimum standards and consumer protection. The responsibility for the specifics should rest with the individual college.

As far as the standards for accreditation are concerned, it would seem logical that they should be determined jointly by two agencies: (1) the state which issues the license to teach, and (2) the national association which is authorized by the Council on Postsecondary Accreditation (COPA).

The NASM has established certain standards which they consider basic to the training of a teacher:

1. CURRICULAR STRUCTURE. Music education degree programs typically comprise 120 - 132 semester hours (180-198 quarter hours), of which studies in music, including basic musicianship and performance, should comprise approximately 50%; general studies, 30% to 35%; and professional education, 15% to 20%. Professional education is defined as those courses normally offered by the education unit which deals with philosophical and social foundations of education, educational psychology, special education, history of education, etc. Although student teachers must be supervised by qualified music personnel from the institution and coordinating schools, student teaching is counted as professional education.

Music education methods courses such as elementary and secondary methods and supplementary instruments which are primarily music in content may be counted under the music component.

2. GENERAL STANDARDS. Competence in basic musicianship shall be emphasized in all music education degrees. In addition to the common core of musicianship and general studies, the musician electing a career in teaching must develop competencies in

professional education and in specific areas of musicianship. The professional education component should be dealt with in a practical context, relating the learning of educational principles to the student's day-by-day musical experiences. Students should be provided opportunities for various types of teaching and observation experiences throughout the period of undergraduate study. They should be prepared to relate their understanding of musical styles and principles to all types of music, including "pop" and folk music. Attention should be given to breadth in general studies, to attitudes relating to human, personal considerations, and to social, economic, and cultural components that give individual communities their identity. In addition to the major performing medium, optional sub-areas of concentration for the musician-teacher might be conducting, composition, analysis, or other areas related to the teaching specialization.

3. ESSENTIAL COMPETENCIES, DESIRABLE PERSONAL QUALITIES, AND RECOMMENDED PROCEDURES:

- a. Personal Qualities. Desirable characteristics of the prospective music teacher are:
 1. the potential to inspire others and to excite the imagination of students, engendering a respect and desire for music and musical experiences;
 2. the ability and desire continually to seek, evaluate and use new ideas and developments that are relevant to music teaching;
 3. the ability to maintain positive relationships with individuals and various social and ethnic groups and be empathetic with students and colleagues of differing backgrounds.
- b. Music Competencies. In addition to those basic competencies outlined for all musicians, the following are essential for all prospective music teachers:
 1. Conducting. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances, with various types of performing groups and in general classroom situations. It is important that instruction in conducting include score reading and the integration of analysis, style, performance practices and baton techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential.
 2. Composing and Arranging. The prospective music teacher should be able to compose, arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

3. Performing. In addition to the performance skills required of all musicians, functional ability in piano and performance skills on fretted instruments appropriate to the student's future teaching needs are essential.
 4. Essential competencies and experience for the vocal/choral or general music teaching specialization are:
 - a. performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools;
 - b. ability to transpose and improvise accompaniments;
 - c. sufficient vocal skill to assure effective use of the voice in demonstrations;
 - d. experience in solo vocal performance;
 - e. performance experiences with wind, string and percussion instruments;
 - f. laboratory experiences in accompanying.
 5. Essential competencies and experiences for the instrumental music teaching specialization are:
 - a. knowledge and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in heterogeneous or homogeneous groups;
 - b. experiences in solo instrumental performance, as well as in both small and large instrumental ensembles;
 - c. experiences in the use of the singing voice in class or ensemble;
 - d. laboratory experience in teaching beginning instrumental students -- individually, in small groups, and in larger classes.
- c. Teaching Competencies. The musician-teacher should understand the total contemporary educational program -- including relationships among the arts -- in order to apply his music competencies in teaching situations, and further to integrate music instruction into the total process of education. Essential competencies are as follows:
1. an understanding of child growth and development and the identification and understanding of the principles of learning as they relate to music;
 2. an understanding of philosophical and social foundations underlying music in education and the ability to express a rationale for personal attitudes and beliefs;

3. ability to assess aptitudes, experiential backgrounds and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs;
 4. knowledge of current methods and materials available in all fields and levels of music education;
 5. an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
 6. an awareness of the developmental process involved in becoming a successful teacher, and a further awareness of the need for continuing study and self-evaluation.
- d. Professional procedures. In order to implement programs to achieve the competencies identified in the foregoing sections, the following procedures are recommended:
1. Music education methods courses should be taught by faculty who have had successful experience teaching music in elementary and secondary schools and who maintain close contact with such schools.
 2. Institutions should encourage observation and teaching experiences prior to formal admission to the teacher education program; ideally such opportunities should be provided in actual school situations. These activities, as well as continuing laboratory experiences, must be supervised by qualified music personnel from the institution and the cooperating schools.
 3. Institutions should establish specific evaluative procedures to assess students' progress and achievement. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further assessment after graduation.
 4. Institutions should provide opportunities for advanced undergraduate study in such areas as conducting, composition, and analysis.

In conclusion, it would be our recommendation that the proposals of the Newman Commission be coordinated with the standards of accreditation of the specialized agencies such as the National Association of School of Music (NASM). In this way, the integrity of professional accreditation will be maintained while the standards of teacher education in the state of New Jersey will be upheld.

RR:tlb

To: Commission of Study Teacher Preparation Programs in New Jersey

From: Edward Fry, Director, Reading Center, Rutgers University
Co-Chairman, New Jersey Reading Teachers Association
Committee on Professional Standards
Lillian Putnam, Co-Chairman, Kean College

Re: Modify Preliminary Report to Include Reading Courses for
All Persons certified to Teach in the Public School.

Up until 1977 it was possible to teach in the New Jersey public schools grades 7 to 12 with no preparation in the teaching of reading. It was possible to teach in the elementary schools with only one course in reading or less (a general language arts course).

Present standards require 2 courses in reading for all new teachers (K-12). If implemented the Preliminary Report drags us back to pre 1977 standards or worse. There is no mention of a requirement for reading methods instruction for even elementary teachers.

The Preliminary Report does permit a reading specialization (1 semester) at the graduate level of training, and we find this to be satisfactory for those teachers who wish to specialize.

We hope that the lack of a general reading requirement was an oversight, because certainly all teachers encounter poor readers, and even the best readers can improve at all school levels.

Recommendations

To remedy this situation we recommend that reading 2 courses be required of all teachers prior to permanent certification.

More specifically we recommend that the following sentence be added to STANDARD X: THEORETICAL STUDIES (page 33), "Two courses in reading methods is required of all undergraduates preparing to teach".

Rationale

Reading ability holds an extremely important central position in lifelong learning, higher education, job advancement, and human pleasure. It must be taught and emphasized in every subject in many

page 2

ways thought the entire public schooling of a pupil. It can't just be taught in the primary grades, then left to fare for itself anymore than can English or social studies. Nor can it just be left to a few specialists.

The need for reading instruction is especially apparent in inner city or disadvantaged situations where our newest teachers are often assigned.

The experience of the reading profession is that when reading methods instruction is incorporated in a general curriculum course or even in a Language Arts course, it is simply not taught and if mentioned the mention is minor.

Several years ago when the State Board of Education was considering making 2 reading courses mandatory there was much protest from Deans and Department of Education, Chairpersons. They claimed that it was disruptive and in some instances just couldn't be done, we now know this to be untrue. Most teacher training programs have complied with the new requirement without undue hardship.

Statement to THE COMMISSION TO STUDY TEACHER PREPARATION PROGRAMS IN NEW JERSEY
October 21, 1980

I am Bertha Clark of Nutley. I was chairman of the history department in Passaic High School from 1966 to 1978, vice president of the League of Women Voters of New Jersey from 1957 to 1961, and chairman of the New Jersey Committee on Children and Youth for the 1960 White House Conference.

My most serious questions about the Commission's Preliminary Report concern the requirement for a whole year of practical experience. This, I fear, will allow too little time for a good liberal arts education. It also may tend to attract conforming persons and discourage widely curious people who often take longer to decide on a major interest and need time for a strong intellectual background. The latter frequently become the most sensitive and creative teachers.

One of the best math teachers my grandchildren have had studied to be a dancer in college. With a minimum of math and practice teaching, she later became a sensitive, imaginative and inspirational middle school teacher.

Certainly I would have been eliminated. I was graduated as a chemistry-biology major and then taught math with coaching for a year in the 1930's. I studied medicine one year until discovering our oldest son was retarded ended that career in the 1940's. I went back to teach history in 1960 becoming department chairman eight years later.

Broad interests and a solid academic education are more important than extended field experience in developing a good teacher. No techniques can prepare a new teacher to handle the problems of beginning a school year or even to confidently teach five classes completely on his own without a cooperating teacher standing by. A well educated, mature person with a moderate amount of practice teaching holds the most promise of becoming an effective teacher.

Bertha F. Clark
329 Hillside Avenue
Nutley, N.J. 07110



SAINT PETER'S COLLEGE
51 Glenwood Avenue
Jersey City, New Jersey 07306
(201) 333 4400

GRADUATE PROGRAM
IN EDUCATION

Memo to: Members of the Commission to Study Teacher Preparation
Programs in New Jersey

From: Dr. Patrick J. Caulfield
Director, Graduate Program in Education
Saint Peter's College, Jersey City, New Jersey 07306

Re: Preliminary Report

Date: October 20, 1980

The introduction to the Preliminary Report of the Commission states that quality instruction in our public schools requires quality instruction in our college teacher preparation programs. The thrust of this report is based on a point of view that Teacher Education programs in New Jersey Colleges have not been producing well trained teachers when in fact our colleges have a record in this regard which is envied throughout the United States.

If the failure of some of our public schools to bring their pupils to minimum levels of competence in basic skill areas was caused by inadequacies in the training of their teachers, then all of the public schools would be failing since, as the report states, all of our teachers are trained in programs that are essentially the same. However, the majority of our schools are succeeding in their task. Therefore, the failure of a minority of our public schools is not due to the training programs of the teachers.

To carry this observation a little farther, many schools in several of our older cities are failing yet in the comparable neighborhoods in these same cities some schools are succeeding. All of the teachers in these cities, those in schools that are failing and those in schools that are succeeding have come through the same training programs. Therefore, the schools that are failing are not failing because of the inadequacies in the training of their teachers or all of the schools would be failing.

Schools are ineffective where school-communities are ineffective. Schools are ineffective when educational leadership is lacking. Schools are ineffective where parents are uninvolved and where parents are not made responsible for the attendance and behavior of their children.

Specific to the recommendations of the Preliminary Report we take strong exception to the arbitrary tone of the section headed "Standards Which Must be Met." We disagree with the requirement that the Sophomore field experience must be carried on in two or more schools to be effective and on the assumption that the sophomore experience will determine whether a candidate be admitted to or excluded from the teacher education program. Sophomore year is too early in the training program for a college to make a final decision regarding a candidates potential as a teacher. It is also too early to expect the student to make a final commitment to teaching as a lifetime career.

Regarding the Junior year practical experience, the total of 180 hours in a school classroom is arbitrary, excessive, and would prevent the completion of the sound liberal arts foundation and the major work in a non-education discipline called for in other sections of this report.

We will not go into each of the other areas we find objectionable but suffice it to say that to implement the full set of recommendations regarding undergraduate teacher education contained in the Preliminary Report would destroy the sound teacher education system in operation in New Jersey's Colleges and bring utter chaos in its place.

OFFICE OF TEACHER EDUCATION
RICHARD STOCKTON STATE COLLEGE
POMONA, NJ 08240

Testimony Presented Before the Commission To Study Teacher Preparation
October 21, 1980

Witness: Ronald J. Moss, Director of Teacher Education & College
Certification Officer

I. INTRODUCTION

I am testifying before this committee on behalf of Richard Stockton State College, one of the last two state colleges created in New Jersey. Stockton State College is a small liberal arts institution which has, as an elective track for some of its students, teacher opportunities in secondary education. Stockton State College is not one of the former teachers colleges in New Jersey and does not use the traditional heavy emphasis on pedagogy that is traditional in such institutions. Instead, Stockton State College feels that it is very important for its students to have sound, thorough, and well presented background in the liberal arts and in the subject field to be taught in the junior high school or high school teaching placements. At the same time, Stockton feels that it is necessary to have a solid background in methodology and pedagogy so that students will be prepared to cope successfully with the challenges and difficulties in today's public schools.

Stockton State College does not have the traditional separate school of education or department of education. Instead it relies upon faculty who have expertise in the preparation of teachers as well as expertise in content areas. We feel that this is important in order for the teacher education faculty to be fully aware of the needs and problems of the subject area being taught in the schools and so that the faculty are able to maintain solid credibility and cooperative working arrangements with the remainder of the college faculty. To this end, the teacher education faculty are integrated into the departmental structures of the academic disciplines. For example, our Social Studies methods professor who also supervises students teachers in that field is a member of the History program. Our professor of Educational Psychology is a member of the Psychology department. Our English methods professor, who also supervises student teachers, is a member of the Literature and Language faculty at Stockton.

I bring these facts to your attention because I believe your commission must take into account the fact that there are a variety of legitimate ways in which teacher education may be organized at colleges in New Jersey. Not all colleges organize their staff and programs in the same way. I would also draw your attention to the fact that Stockton is proud to indicate that the very vast majority of the students completing its teacher education program do in fact find full time teaching positions in the public schools of New Jersey even though we do not use the traditional placement office format. The employment rate for our students is over 85%. This is particularly important when one takes into account that Stockton State College does not have a traditional placement service which seeks jobs for

its graduates. Stockton's educational philosophy prefers that its students undertake adult responsibilities as early as possible. Thus, it requires that students organize and direct their own job placement efforts, with guidance available from a Career Planning Office. As Director of Teacher Education, I am not permitted to seek jobs for my graduates, although I do receive numerous phone calls from school districts familiar with our program who seek to have one of our graduates in their schools. I present this information to you to indicate that Stockton State College's teacher education program is apparently not the only one of its kind in the state. It is one of a number of school superintendents, even though our program and organizational layout are nontraditional and are liberal arts based.

II. GENERAL COMMENTS

This commission has worked diligently and sincerely to improve the quality of teachers coming out of teacher preparation programs in New Jersey colleges. I am gratified to note that this draft of your report addresses some serious needs and concerns involving teacher education at large. While I do applaud your efforts and the diligence and time devoted to them, I have a number of concerns. While I do not deny that there is need for some degree of reform, particularly among some of the larger colleges offering teacher education programs as well as a few of the "shoestring" operations run by a few smaller colleges, I do not feel that placing rigorously strictured requirements upon all colleges uniformly and across the board will fulfill your laudable goals. Effective quality programs which enjoy local school support should be allowed to continue to respond to state and local needs. Reasonable guidelines, such as those in the NASDTEC Standards are useful but flexible.

I would argue that the preparation of teachers, like the activity called teaching itself is an art. While the preparation of teachers may involve use of scientific or social science data, the way in which a responsible and successful teacher education program is put together is very much a matter of informed individual choice based on the strengths of a particular institution, appropriate to its student body, and responsive to local and regional needs. I respectfully suggest that it is wasteful, foolhardy, and perhaps dangerous to legislate one specific approach to teacher education and one specific set of detailed course and area requirements that must be completed by all students. Since each college attracts a somewhat different mix of students, with different backgrounds and different needs, each college should remain free to create its own Approved Program in teacher education, under the guidance and

direction of appropriate State Department of Education officers. It is furthermore dangerous, particularly in a field such as education in which the processes involving successful teaching are not fully understood, to put into law or state regulation specific requirements. Teacher education programs must remain free to prepare qualified teachers by using the best and often most current information about the preparation of teachers that is available. I fear for teacher education in New Jersey if it is to become enmeshed in the concrete of legislation, like a fly

III. SPECIFIC CONCERNS & RECOMMENDATIONS

1. Teacher education programs must continue to be flexible and individualized sufficiently to allow each college to prepare a few excellent teachers based upon the perceptions of what makes a good teacher and the raw material each college must work with. This is not to suggest that there should not be rigorous standards.
2. It may be well for all colleges to have an internally mandated system of evaluating and weeding out sub-standard candidates in a teacher education program. Every college should be required to set either minimum academic standards or a minimum rejection rate to insure that only qualified candidates become certificated as teachers. This must be done, however, in such a way as to insure that students who bloom a bit late or who take time to become adjusted to college, as is often the case with minority students returning to college after a long absence from the educational process, are not unfairly treated.
3. Colleges offering teacher education sequences are currently required to have carefully constructed and integrated programs for each certification sequence. These are called Approved Programs in Teacher Education. A major concern and defect in teacher education programs is currently the continuing encroachment of two year colleges into teacher preparation activities. Initially, two year colleges were permitted to have courses for those individuals who sought to be teacher aides. Over the course of time, a number of two year colleges have broadened their own mandates to claim the right to offer more than the legal limit of six credits of teacher education course work that four year colleges have been, by administrative code provision, allowed to accept to fulfill program requirements. It should be noted here that four year colleges are

permitted to accept no more than six credits in professional education from two year colleges, providing the four year college is convinced that the content of the courses offered at the two year institution are, in fact, the same as those of the college's own course or courses in the subject under discussion. Four year colleges are not required to accept any county college or two year college credits for teacher education certification. They currently can be required to accept courses for education credit. Unfortunately, many two year colleges have overstepped their six credit limit in basic level teacher aide preparation courses. I am personally familiar with a number of colleges that offer not only Introduction to Education and perhaps Educational Psychology but who offer courses in special education, subject area methods, so called internships and specialized courses for certificates such as Media Services credits and the like.

Every four year college is held directly responsible for selecting students into its teacher education program. Depending on whether a given certification program is elementary education or secondary education, the admission process can begin in the freshman sophomore or even junior years. It is by no means a help to a college to have field work courses and professional level courses offered by county colleges who would seek to screen candidates for us. No four year institution can abrogate its obligation to personally supervise all field work requirements for its teacher education candidates or its obligation to live up to NASDTEC Standards.

At Stockton State College, for example, students begin their field work activities in the sophomore year under the direct supervision of the Office of Teacher Education. These activities are related, part and parcel, to the Introduction to Education course and similar activities are also required as part of the reading sequence at Stockton. In all cases, students are given closely structured and monitored requirements to fulfill under the guidance of a college professor who must report to the Teacher Education Office concerning the quality of the field work done by students. Reports are also solicited from local teachers and all local teachers are interviewed personally concerning the field work students

that they work with. It is common practice to guide students out of the teacher education program as a result of the evaluation of their class work and field work efforts.

At Stockton State College, of those students who are admitted to the Introduction to Education sequence following an intensive interview, only 2/3 of the students entering the teacher education introductory course are permitted to continue. ~~Because of the~~ ~~high level~~ courses. Stockton State College could no more allow another institution to evaluate the suitability of its candidates for admission to the teacher education program than it could allow another institution to determine the graduation requirements or the suitability for honors of any potential graduating senior.

The county colleges, like the proverbial shoemaker, must stick to their lasts. If county colleges wish to prepare individuals to be teacher aides, let them. But they should be precluded from offering courses at advanced levels and from telling their students that all of the courses in professional education taken at a county college will be applied to advanced status in four year college teacher education programs. Currently, we are faced with students from two year colleges who have been promised by their two year colleges that all of the advanced level courses taken in teacher education at two year colleges are acceptable for certification use. Students become upset when they find that this is not so. Four year colleges are frequently under pressure to accept these extra courses in professional education and toss them into an educational elective category so as not to offend the two year colleges or their graduates. At Stockton State College, I decline to do this. Students may take Introduction to Education and Educational Psychology at two year colleges only if they can demonstrate that these courses, in fact, are of the rigor and contain the same content matter as our courses. Frequently this can not be proven as so. All students who enter Stockton's teacher education program must do all the field experiences under our guidance and direction. We will not accept field work done at a two year college in lieu of our field work requirements. It would be most valuable if your commission could find a way to strictly limit the participation of two year colleges in teacher education programs since they have neither the resources nor the reporting responsibility that four year colleges must have to maintain the quality of teacher education programs.

At the same time, it is important that your commission allow colleges the flexibility to give field work and other assignments to students who transfer into the college in the junior year or who are late converts to the teaching profession. I strongly urge you not to close the teaching profession to people who are graduates of two year programs or who are transferring in from other institutions. Let us have the flexibility to provide appropriate field work experiences within a responsible program.

4. A number of witnesses before this commission have pointed to the shortage of competent teachers in areas such as Math, Science, and Vocational Education. Part of this shortage comes from the low status with which teaching is saddled. Part of the problem relates to financial disincentives to enter into the teaching profession. I urge this commission to recommend the possibility of establishing low cost student loans for individuals who enter teacher preparation programs, are admitted to them, graduate from them, and agree to teach in New Jersey public schools for a certain number of years. Students fulfilling these obligations could have parts of their loan cancelled or repaid at a significantly lower interest rate than is common for school loans. Students not fulfilling these obligations would be required to repay their loans more quickly and at a higher rate of interest. I reiterate that these loans should be made available only to students who are admitted to teacher education programs at institutions.
5. There is much that is still debated in education circles about what makes a successful teacher. This commission has heard testimony indicating that there is much within an individual's own motivations that lead to success. Because the educational community, and those scholars doing significant active research in pedagogy and androgogy do not have a commonly accepted set of knowledge appropriate for all teachers, I respectfully suggest that the commission restrain itself from mandating specific fields of study as being the major source of knowledge for teachers. One could argue that elementary teachers need a great deal of Psychology in working with students, but they also need a great deal of human understanding, appreciation of the human condition, more than a touch of Sociology and Anthropology, and the like. To require what amounts to be a minor or major in Psychology

for the preparation of elementary teachers is simply dogmatic and of undemonstrated value. An even more vigorous argument can be made against the requirement for a Psychology major for secondary school teachers of content areas. While no one would argue that Psychology does not provide some significant insights and value to teachers, it is not the be all and end all of good teaching. Not by a long shot. I respectfully proposed requirement.

6. Similarly, modern knowledge about learning demonstrates that complex activities, such as teaching, are subject to periods of growth, improvement, and plateau. To require all colleges to have a 15 week student teaching term is academically unsound. While some colleges have built a 15 week student teaching term into a rationally constructed program, other colleges have had equal success with programs in which student teaching is a 10 week experience. Other kinds of preprofessional activities are emphasized in the other five week period prior to student teaching. At Stockton State College, for example, students take methodology courses in the same term prior to commencement of student teaching and take a "band-aid" seminar during student teaching which meets on a weekly or bi-weekly basis, depending on student needs. During these seminars student teaching problems involving pedagogy, discipline, content matter, teaching styles, and other related concerns are discussed and dealt with by the methods professor who is also the supervisor of student teachers in that subject area. We find that this encourages student growth and development much more efficiently than a 15 week straight student teaching program. Having had experience at colleges which offer 15 week student teaching semesters, I can say that I have found that student teaching lasting more than 10-12 weeks is nothing more than an endurance test. Since student teaching is at best a facsimile of teaching, and since the student teacher is obligated to please the cooperating teacher, the college supervisor, and the school administrators, such programs do not in themselves insure that a person will be a successful first year teacher. Student teaching is an important element, but it is only one element among others that are necessary for successful teachers to be produced. I do request that you delete the mandated 15 week student teaching semester.

7. Stockton State College was among the first colleges, if not the very first, to mandate a teacher education skills test for all students seeking permission to student teach. At our college, we use a variety of tests that are given in the Introduction to Education sequence. Students who fail any part of our tests are required to go to our Skills Acquisition and Development Center to remediate their problems, retake the tests, and only then are admitted to the final segment of our teacher preparation program. I believe each college should set a rigorous standard for the teachers it seeks to graduate. I, for one, reject the idea of a statewide test or a variant of the New Jersey college basic skills test as such an instrument. Stockton State College has selected tests, in consultation with its faculty, which require an advanced level of sophisticated skills in reading, composition, spelling, grammar and mechanics, and speech. Every college should be encouraged to devise or adopt a series of meaningful tests to determine proficiency levels, and each should also be encouraged to route students to skills programs to remediate deficiencies. If colleges are willing to require skills deficient students who wish to become teachers to remediate these difficulties, the quality of teachers graduating from our programs will improve significantly. At the same time, since each college serves different clientele, it is fair to have the college set its own standards under the guidance of the State Department of Education, if need be. But in any case, students should not be washed out of a teacher education program merely because they have failed an initial skills screening offered by a teacher education program. Colleges should be required to allow students to remediate their difficulties. Only if a student is unable or unwilling to remediate these difficulties should a student be removed from a teacher education sequence. Frequently this activity will discourage some lower quality students from continuing in the sequence, and frequently such a requirement will cause political difficulties, but I have found that Stockton State College has been quite willing to back a solid skills requirement and students, for the most part, understand and appreciate that requirement as well.
8. There is a major concern at my institution that individuals seeking certification have a variety of options open to them for seeking certification even if the college guides an individual out of the program.

In addition, there are concerns that teachers can get "cheap" endorsements to certificates by using the course counting route at the state level. This commission does a great service to its teacher education programs and to the students that teachers will influence, by requiring individuals seeking teacher education endorsements to complete a rigorous program determined by a given college. It would be particularly helpful for colleges seeking to uphold high standards if the New Jersey regulations and standards for certification were brought into harmony with NASDTEC Standards and the Approved Program process. It does not help a college to mandate a sufficient number of quality courses and activities if a student then can say that it can get the same certificate through the state for far less work.

9. I do not wish to burden the committee unnecessarily with my views in depth at this time so I would generally like to go on record as saying that I have listened to and heartily support the testimony presented by Drs. Williams and Gerke of the Inter-College Council for Laboratory Experiences in Professional Education. I would also urge this committee to keep in mind, as my final words, that teacher education programs for elementary school teachers and for secondary school teachers are very definitely different animals. The requirements and structures must be completely different. In addition, it is important for this body to realize that, in terms of the preparation of teachers, big is not necessarily beautiful. History has shown us most clearly that this point is true. Similarly, flexibility, rigor, and quality control can be our greatest assets in the preparation of teachers for New Jersey's schools.

BOARD OF EDUCATION
ADMINISTRATIVE OFFICE
149 CHESTNUT STREET
NUTLEY, NEW JERSEY 07110

ARNOLD C. RAMSLAND
Secretary - Business Administrator

TELEPHONE
661-3500

October 16, 1980

TO: Members of the Commission to Study Teacher Preparation Programs
In New Jersey

The Nutley Board of Education appreciates the time and effort expended by the Commission on its preliminary reporting. While it constitutes a significant improvement over last year's trial balloon there are still aspects that trouble us deeply.

Because the day chosen for the hearing in Newark coincides with the day that most of us leave for the NJSBA Convention we are unable to send a representative to testify in person. We, therefore, submit the following points for your consideration:

Undergraduate Programs:

1. Practical Experience:

- a. Selection and supervision of student teachers and of supervisory teachers must rest with the local district, not the college. It is the local district that is, in the last analysis, responsible for the education of its children and, therefore, liable for damage inflicted by an inept student teacher and/or lazy or incapable supervisory teacher. Colleges have neither the personnel nor the time to guard against this.
- b. In this same context: Clearly defined procedures are needed enabling the district to rid itself of an unsatisfactory student teacher before the long internship is over.

2. Course Requirements:

- a. Undergraduate programs should require at least 3/4 of the time and credits to be spent on substantive liberal arts and science courses, not "methods" courses.
- b. Therefore, the internship year should be a fifth year in order not to detract from solid education as distinct from "methods/jargon".

Members of the Commission to Study
Teacher Preparation Programs in
New Jersey

October 16, 1980

- c. In the same vein: The semester of study of behavioral sciences must be under the auspices of regular and rigorous psychology, child development, sociology departments and not taught by "education" departments.

3. Academic Standards:

- a. Surely it is not too much to expect that teacher candidates will have maintained a minimum 3.0 (B) in their first two years!
- b. Something a good deal more rigorous than the New Jersey Basic Skills Test is needed as an assessment tool.

Post Graduate Programs:

1. Curriculum:

- a. As on the undergraduate level the majority of time and credits should be spent on substantive course disciplines at a true graduate level, not in education courses.
- b. What is required for faculty in these programs is not "knowledge or awareness of innovative techniques", etc., but intellect and scholarship!

2. Professional Certificate:

- a. Final professional certification should follow three rather than two years of post MA employment.

3. Equivalency Routes to Certification:

- a. More careful consideration should be given to alternate routes to certification monitored by outside panels. (This last caveat to avoid making the entire process an ingrown union shop.) We may otherwise miss the chance to draw into teaching a number of gifted second careerists who would have much to give to our educational system.

The Nutley Board is increasingly directing recruitment efforts toward graduates of solid liberal arts colleges and universities rather than the state schools. We are, in short, opting for substantive knowledge and culture in our teachers over sterile methodology. The plain truth

Members of the Commission to Study
Teacher Preparation Programs in New
Jersey

October 16, 1980

is that generations of professional teacher preparation programs have turned out woefully under-educated teachers. Of what use is it that they be experts in "how" to teach, when they have nothing at all to convey? This, we feel, should be the crux of your effort to upgrade programs. And in this same context, you must address yourselves to raising standards for the faculty of the state colleges as well as for the students.

Sincerely yours,

MEMBERS OF THE NUTLEY BOARD
OF EDUCATION

Louis F. Williams, President
Mrs. Ann Rabinowitz, Vice-President
Mrs. Marilyn Wightman
Douglas Eisenfelder
Gerard Restaino
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Frank V. Tangorra

AR:md



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

October 22, 1980

Mr. John V. Johnson, Chairman
Commission to Study Teacher Preparation Programs
Room 221, State House
Trenton, New Jersey 08625

Dear Commission Member:

I have read the Preliminary Report by the Commission. Though unable to attend the public hearing, I still wished to provide views for the Commission's consideration.

I was a little encouraged by the report because it represented some effort, apparently, to focus attention and effort on improving teacher preparation programs. This was encouraging because a tradition persists in this country, and this state, of denigrating education as a discipline and to defaming departments of education, professors of education and student education majors. It seemed hopeful to have a commission established that would take teacher preparation seriously.

Unfortunately the report has also been discouraging. What discourages me is that it seems to miss the point of what much of teacher preparation is about and fails adequately to analyze some fundamental concepts in its own text. The Report also appears to arrive at recommendations on a variety of bases including popular opinion, personal tastes and preference of commission members, and unfounded assumptions, but not on any recognized body of knowledge. There is a tendency to treat teaching as a mindless ritual act, and to offer in the name of improvement merely additional doses of the same old studies that have not worked in the past. I know that these are serious indictments, but they indict the proposal, not the commission. I would like to explain each problem briefly. Also, to avoid being merely negative, I will offer some suggestions that I believe to be more sound and defensible than most of the recommendations in the Preliminary Report.

I find some puzzling inconsistencies in the Report that create more than merely logical problems. On the one hand, you (commission members) find it undesirable that considerable differences of opinion exist and you propose clear and unambiguous standardization, applied rigorously with minimal interpretation possible. On the other hand, (and in another place), you criticize the homogeneity and lack of diversity in teacher education programs. You call for creativity, yet promise to destroy it by a tightly legislated and closely scrutinized program. This is more than bewildering. It precludes working out a program that can be satisfactory because you've guaranteed that any program, tightly structured or freely innovative and creative, is to be criticized.

As to the bases for your recommendations, you appear to see judgements of "the candidates themselves" and of "teachers and administrators who receive them into their schools" as providing sufficient bases for decision-making. On these bases, you see no need for "a vast body of empirical data and empirical surveys" to support your position regarding parts of the program. You use these bases to "demonstrate" a need for extensive "practical experience". You find teachers to be "Practically unanimous" in the view that they needed more "experience in schools". You therefore disclaim any empirical studies, and ignore any need for adequate theoretical grounding and on the basis of what notion is most popular, you recommend more (i.e. additional) practical experience. The bases for this recommendation are certainly inconsistent with your later claim that any standard requires a basis in "theoretical concepts, common sense, and experience".

When you make your proposals regarding general education, you ignore all of these. You cite no empirical data, no experience, no common sense or theoretical grounding to support or lead to your recommendations. You do not even cite a "practically unanimous view" of experienced teachers. My experience with undergraduate prospective teachers as well as experienced teachers leads me to suggest that if you were to list all college courses taken by college students, those in the general education or liberal arts area would be regarded as the least helpful. I'm sure that view would be practically unanimous. Yet despite that, and despite the lack of any theoretical bases, or any empirical data, you mandate a minimum of fifty hours of such studies and even specify what fields are to be included and which are to be excluded. In this instance but not the preceding one, you ignore popular opinion. You seem, then, to recognize that "practically unanimous view" is not an adequate basis for your recommendation. But there should be some bases. You also (standard IX) require an additional 30 hours in "non-education disciplines" which you locate also in the liberal arts (arts & sciences) portion of the curriculum. Two-thirds of the prospective teacher's education would then be in this area. The basis for this recommendation is simply and solely the Commissions belief, i.e. the taste and preference of the members. I am not objecting to a requirement for general education. I simply wished to point out that "we think" is not a sound basis for establishing two-thirds of the program of preparation for teachers. I think a recommendation as far-reaching as this needs to be thought through and supported much more thoroughly and rigorously.

I find another curious inconsistency here. The general education requirement is supposedly so significant that two-thirds of the prospective teachers educational program will be devoted to this. Yet, the professional preparation part of the program is to be cut off completely and wholly isolated from general education concerns. If the liberal arts area is as significant as you make it seem, then such studies ought to permeate the whole curriculum. Your recommendations remove almost totally all such aspects in the professional preparation part of the program. There is no opportunity for the student to see the institution to which they're dedicating their professional life in its social or historical context, nor to examine that institution philosophically.

My recommendation would be that you provide some connections between the concerns expressed in liberal studies and the specific professional preparation of prospective teachers. This could be done by including all or part of your "major discipline" requirement (standard IX) within the general education requirement. Since the prospective teacher's major discipline is education, all or part of that 30 semester hour requirement could then be devoted to the general education aspects of professional preparation. This would mean providing courses in the historical, philosophical, sociological and psychological foundations of education along with special focus on current issues, intercultural studies and the like.

Some part of this phase of the program ought also to be devoted to acquainting prospective teachers with the tools of their trade, i.e., the educational uses (both technical and curricular concerns) of both the hardware (computers, projectors of various types, etc.) and the software (programs and curricula). Too many teachers are being graduated who may not even have read about these tools, let alone having been thoroughly grounded in all aspects of all that is now available to us to aid in teaching.

This is only one part of the professional preparation of teachers that your proposal sadly neglects. You suggest that experienced teachers are "practically unanimous" in seeing their undergraduate preparation as inadequate. Your claim that the inadequacy is in "practical preparation". My experience with teachers leads me to conclude otherwise. I supervised student teachers throughout the state for three years. I found a more neglected area in teacher preparation than "practical experience". When I asked student teachers to explain why they were doing whatever they were doing (in terms of subject matter or methods) they were usually not prepared to answer this question. I could understand that. What appalled me was that experienced teachers did not seem much better, if any better, prepared to give an explanation for the subject matter they were teaching and the techniques and methods they were using. Indeed, most of them regarded such questioning as strange and inappropriate. The fact that teachers could not even explain what they were doing, (indeed, not even see the need for explanation) suggested that they were engaging in largely mindless routines or ritual acts. This suggests that the area of neglect is not "practical experience" but theoretical grounding.

With all due respect, I must point out that your proposals in the practical experience aspect, and also in the general education area, are similarly baseless. You present recommendations about the amount of time devoted to "practical experience", who will handle this along with some mandates about how it is to be handled, without ever developing any conceptualization of what this is about. As Dewey long ago pointed out, if we are going to develop an experience based education, we must first develop an adequate theory of experience. Without this, "practical experience" (student teaching) becomes simply a mindless emulation of what someone else does. And what they do is also largely a mindless ritual act.

To expect significant and meaningful learning to take place simply by virtue of being "in the schools" is to assume an almost mystical benefit merely from presence. It's an "osmosis" approach to learning that assumes that what is "out there" to be absorbed is what will be absorbed and what ought to be absorbed.

A "practical" solution to this problem would be to provide theoretical grounding for the "practical experience" part of teacher preparation. It ought to involve much more than simply doing whatever is being done. Prospective teachers should be given thorough and appropriate theoretical grounding. A part of this can be done with course work. Such courses would be aimed at providing sound and defensible reasons for doing what we do.

In addition to that, every college campus providing programs in teacher education should be required to have a demonstration school. This demonstration school should be established and operated in such fashion as to provide models of the various educational theories that are in use and/or enjoy intellectual respect. There should be a contingency-managed classroom, a Montessori classroom, a Progressive classroom, etc. These schools should be equipped with and using all tools of teaching. The school would then serve the prospective teachers by giving them models to observe. They would see and participate in (at an appropriate level for their experience) these various approaches to teaching. They would have the opportunity to see and work with all the contemporary tools of teaching from chalk boards to talking typewriters.

For the college faculty and the public school teachers, the school would serve as research center for generating and checking hypotheses. The "practical experience" part of the curriculum (student teaching, etc.) might then be simply a carefully thought out and planned extension of this demonstration school experience. Student teaching would be a genuine laboratory experience where student teachers would learn to be mindful of what they were doing and to practice what they are learning. I think that such an approach, particularly when joined with the research function of the demonstration school would be a much more promising way of improving teacher preparation. It would be a far cry from the mindless emulation of educational ritual acts that is too often currently the case in "practical experience".

Another point needs to be made briefly regarding the theoretical bases of teaching. At the undergraduate level, you present this solely as psychological bases for teaching. This approach assumes (and suggests) that all educational concerns are purely technical. Your emphases on the "practical" aspects of teaching underscores this. When prospective teachers are taught that technical concerns (i.e. matters of technique only) exhaust all educational concerns then teaching is made a mindless act and the teacher preparation program is doomed. We can't possibly present all situations that could conceivably arise, even if we extend student teaching to a full year. So, there will always be situations for which the teacher has no technique because his/her experience failed to provide that experience. Teaching is far too complex an activity to be dealt with adequately by making of it a sort of apprenticeship experience. Another weakness of this approach is that it assumes that we already know all that we need to know about teaching and are practicing this in the public schools.

If the commission really wishes to account for unsatisfactory preparation of teachers, then you must look beyond the number of courses in general education, or the number of hours spent in "practical experiences." Visit the colleges that prepare teachers and look at the equipment materials available to them. It's quite apparent that we understand that laboratories are required for sciences, and that inadequate equipment would impair, for example, the preparation of chemists. We do not seem to recognize the same needs in teacher preparation programs.

For years, the state colleges, which are the principal source of teacher candidates, have been disgracefully, inadequately supported. I suspect that my suggestion regarding demonstration schools and equipment will not be taken seriously by some because of the cost. I doubt that anyone will have any objection to these recommendations on any other grounds than cost.

If you wish seriously to improve teacher preparation programs in our colleges, then I think your proposal must look seriously at funding. If the legislature is unwilling to fund programs adequately, then schemes of improvement are just wishful thinking. Merely re-arranging a program you find inadequate will not do the job. The Commission has an obligation to go beyond mere re-arranging. You should speak also to adequate staffing, equipping and financing of programs genuinely aimed at improvement.

As your proposal stands, I believe it will produce the lowest level of teaching activity. Aside from being mindless, teaching will focus on mere survival. It's forgivable for student teachers to operate at this level and to concentrate their attention on merely surviving in the classroom. For experienced teachers to settle for this level is unforgivable. Merely to re-arrange activities to produce teachers like this is unconcionable. A program needs to be designed, implemented, and supported that will take prospective teachers well beyond this. If a fifth year is required, so be it. But, we ought not to wait until teachers are in the field teaching before we begin to make them mindful of what they are doing. And, we ought to recognize after centuries of experience that mere acquaintance with a bundle of traditional subjects bestows neither wisdom nor talent.

Finally, we must come to recognize that teaching is an extremely complex art, but that we do know some things about it which can be demonstrated and learned. They cannot be learned, however, merely by three or four graduate courses and visits to, or "experiences" in, two or three public school classrooms. With all due respect for your efforts so far, I think that the design of an improved program of teacher preparation will need to be thought through much more carefully than is evidenced in your proposal at this stage. I trust that you recognize this, too, in labeling your report "preliminary," and that your final report will include recommendations regarding all aspects of the program, not merely re-arranging a few things.

Sincerely,



Dr. Albert J. Taylor, Professor
Foundations of Education Department

AJT/kh

UPSALA COLLEGE
EAST ORANGE, N.J. 07019

OFFICE OF THE DEAN OF THE COLLEGE

(201) 266-7107

October 20, 1980

Mr. John V. Johnson, Chairman
Commission to Study Teacher Preparation
Programs
Room 221, State House
Trenton, N.J. 06625

Dear Mr. Johnson:

Because of the heavily crowded schedule of testimony at the public hearings on the Preliminary Report of the Commission to Study Teacher Preparation Programs in New Jersey, I wish to submit a few comments and reactions on behalf of Upsala College in lieu of oral testimony.

At the outset please permit me to applaud the purposes and intentions of the Commission. We at Upsala College share with you and your fellow commissioners many of the same concerns which your report addresses. Our teacher preparation program has always been solidly built on a foundation of general education and since 1968 we have required all of our education students to complete a regular academic major in addition to their work in education. In order to have a coherent program rather than a "mere collection of courses" we have mandated block scheduling for a "professional year".

We also fully support your principles underlying the standards for faculty and note that your suggestions are already our policy. As I am sure is the case with all quality institutions in New Jersey, we have no quarrel with any of the principles you articulate with regard to facilities. We do, however, note that we feel that our policy of providing training in the techniques and methods of using educational media in field settings is superior to what some persons have interpreted as a mandate in your report that such training occur on campus.

Finally, your principles with regards to self-evaluation are totally acceptable. The evolution of our program shows numerous modifications following careful self-analysis.

EAST ORANGE CAMPUS

WIRTHS CAMPUS

Mr. John V. Johnson
October 20, 1980
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In philosophy and in general principles we at Upsala College are clearly in strong agreement with the suggestions of the Commission, but unfortunately, we find ourselves in equally strong opposition to the work of the Commission on several issues:

1. We feel that it is dangerous, stultifying, and educationally damaging for the legislature or a legislative commission to mandate curricula. The development of education programs should be in the hands of the various colleges and universities. It would be decidedly better if the Commission were to mandate specific skills or competencies. Since the state certifies teachers it is appropriate for the state to dictate what teachers must know and what they must be able to do. But the state should not design the programs. Our program is good. It is good because within certain appropriate limits we are constantly advancing and innovating. Since we already embrace much of what the Commission advocates we oppose the adoption of your plan not because it will be hard for us to meet the standards, but rather because if it is approved the "lid will be on" and we will be stifled in our efforts to advance further. In effect we are saying because we were free to develop a forward looking program we have already advanced beyond the dictates of your plan.

2. We like the idea of utilizing field based programs. We believe we use field experience wisely in our program. But since there unfortunately exist many deficiencies in our various school systems throughout the state -- indeed that was one of the reasons for establishing the Commission -- one must surely wonder whether there will be sufficient educational value to justify a massive increase in field exposure for our students. If most of the schools in New Jersey were outstanding examples of the finest accomplishment of public education then certainly the more field experience time our teacher trainees could spend in them, the better. In fact our schools are often fraught with problems and extensive exposure of our students before they have been properly prepared may well degrade rather than enhance their potential as future teachers.

3. There are inconsistencies in the plans advanced by the Commission. On the one hand the Commission correctly emphasizes general education but on the other hand it mandates so many credits for what is essentially non-academic work that our students' basic academic opportunities would suffer. We do

Mr. John V. Johnson
October 20, 1980
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not feel that teachers should be trained by apprenticeship. A good teacher must be solidly educated.

We feel the Commission has given all of us in higher education much stimulation which might well not have occurred if the Commission had not been appointed. In that sense the Commission is already a great success. However, if the plans proposed by the Commission are adopted as definitive policy statements that success will be dimmed by the grievous damage which will have been perpetrated on the future of public education in New Jersey. I hope and expect that the Commission will understand this and recommend wisely to our legislature.

Thank you for the opportunity to share our views with you.

Yours sincerely,



H. Edwin Titus
Dean of the College

HET/amw

cc: President Rodney Felder

Bloomfield College

Bloomfield, New Jersey 07003 201-748-9000

Office of the President

October 24, 1980

Mr. John V. Johnson, Chairman
State of New Jersey
Commission to Study Teacher
Preparation Programs
Room 221, State House
Trenton, New Jersey 08625

Dear Mr. Johnson:

I am pleased to respond on behalf of Bloomfield College to the Preliminary Report of the Commission to Study Teacher Preparation Programs in New Jersey. The Newman Commission is to be commended for its concern that New Jersey maintain a high quality of preparation for its primary and secondary teachers. Our teacher programs need a periodic and thorough review and reassessment as part of a total program to maintain and improve the quality of Public education in our State. However, the present report has serious weaknesses, cannot be endorsed by Bloomfield College, and we recommend that no action be taken until further public hearings are held and the Board of Higher Education has adequate opportunity to review the responses from the higher education community.

The proposal would weaken rather than enhance the quality of undergraduate education for the prospective teacher. The total number of credits prescribed by the Committee would require between 135 and 180 credit hours. Normally, liberal arts colleges require approximately 128 credit hours over a four-year program. In essence, this report requires a five-year curricular program leaving little room for electives or creativity on the part of the student. Over a period of time, the teachers in our State would represent the graduates of a homogenized program perhaps even less well trained than they are now in traditional basic disciplines with the humanities, social and natural sciences.

There is no adequate rationale presented for the additional courses required and the provision for supervised field experience at the freshman and sophomore levels. Not only would such requirements dramatically increase the cost per student of our education program but also present new burdens upon the public school system with the increased demand for class observation.

The proposal requiring a 2.5 minimum academic average during the first two years represents a fundamental intrusion upon the academic freedom and responsibility of individual institutions. At Bloomfield College the Board

October 24, 1980

of Trustees has delegated to the Faculty responsibility for the establishment of academic standards. No outside agency has statutory authority for the regulation of academic standards other than our Faculty. Furthermore, such an arbitrary average would work social hardship against many of our minority students who are measured on the basis of their academic performance over the full term of their academic careers and not simply at the mid-point.

The premise that there are deep rooted problems within our teacher preparation programs and the current accrediting system is not substantiated. Certainly improvements can be made in the present system; however, the notion that our colleges, our faculties and accrediting agencies are complacent is unwarranted and unsubstantiated. Bloomfield College has taken its review and accreditation programs seriously and has made fundamental curricular changes and improvements in the teacher preparation process over the past five years.

We suggest before implementing any recommendations in this report that a limited trial program be undertaken to field test the basic assumptions. The graduates of these institutions could then be compared with the graduates of comparable schools to determine whether or not there is in fact a substantial qualitative improvement in the teaching process from graduates who have experienced the proposed program changes.

Bloomfield College will be happy to cooperate in the efforts of the Commission to review and refine this report, but under no circumstances can we endorse it in its current form.

Sincerely yours,



Merle F. Allshouse
President

MFA:im

cc: Association of Independent Colleges and Universities in New Jersey



State of New Jersey
Commissioner's Advisory Council for the Handicapped
225 West State Street
P.O. Box 2019, Trenton, N.J. 08625

October 17, 1980

Reverend John V. Johnson, Chairperson
Commission to Study Teacher Preparation
Programs in New Jersey
c/o Princeton United Methodist Church
Nassau Street and VanDeventer Avenue
Princeton, NJ 08540

Dear Reverend Johnson:

I have been requested on behalf of the State Advisory Council for the Handicapped to react to the preliminary report of the Commission to Study Teacher Preparation Programs in New Jersey dated July 7, 1980. The council's specific interest in the Commission Report are in those areas of teacher preparation and certification that impact on handicapped children in our public education system. In reviewing the July 7, 1980 draft, we do not find any of the recommendations that were previously submitted to the Commission, especially in the area of teacher preparation regarding those handicapped youngsters who are placed in the so-called "regular" classroom environment. I have therefore enclosed from the Council's 1978-80 Biannual Report to the Commissioner of Education, copies of recommendations that were previously made both to the Commission and to the State Board of Examiners.

We are, however, concerned specifically that the preliminary report primarily speaks to training of "regular" classroom teachers and does not seem to adequately address special education. Therefore, the State Advisory Council for the Handicapped makes the following specific observations and/or recommendations for consideration:

1. Since P.L. 94-124 mandates that handicapped students be placed in the "least restrictive environment" for their educational programs, the regular classroom teacher must know how to deal properly with handicapped students who are mainstreamed into such classrooms.



Reverend John V. Johnson, Chairperson
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2. Since the classroom teacher is to participate in both the preparation and implementation of many of the individual educational plans (I.E.P.'s for handicapped students) such teachers should have knowledge and general understanding of the implications of various handicaps on the student's learning potential.
3. So that the classroom teacher can more effectively utilize their skills in identifying students with possible handicaps in order that adequate services can be provided, knowledge and training in the area of individual behavior and individualized learning with respect to specific handicaps would be extremely helpful.
4. The Commission has placed most of its thrust in general teacher preparation as can be seen on page 33 under standard X which in part reads, "... abnormal psychology and diagnosis of learning disabilities..." This definition is too restrictive. Abnormal psychology and learning disabilities are rather narrow concepts. If the Commission replaced this statement with broader definition such as, "study of psychological principles of emotional social maladjustment as well as general specific learning disorders," all students, including handicapped students in particular, would probably be served more effectively.

On behalf of the Advisory Council, we respectfully request that you consider the concerns that have been raised both herein and in our previous recommendations which are attached. It is our intention to have Mrs. Zenna H. Birnbaum testify on behalf of the Council at the Commission's October 21st hearing. Your consideration of our position and its impact potentially on handicapped youngsters served through our public education system is appreciated.

Sincerely,

William H. Adams
Chairperson

WHA:mrh

Attachment

xc: Fred G. Burke
✓ All Commission Members
Mrs. Zenna Birnbaum

STANDARD IV: SUPERVISION

The practical experiences required in Standards II and III shall be conducted under the supervision of a permanently certified teacher working directly with college faculty. This supervising teacher and college faculty member will be responsible for jointly designing the experience, for supervising the experience on a regular and frequent basis, and for providing an evaluation of the student's performance.

Rationale:

The purpose of this requirement is to insure that each practicing teacher is a full partner in the design of the field experience as well as in the supervision and evaluation of candidates. Further, Standard IV will help to insure that the activities of the supervising teacher and those of college faculty are directed toward common goals, and that the student is provided with consistent and coherent supervision.

STANDARD V: SELECTION OF SCHOOL PERSONNEL

The selection of supervisory personnel will be made jointly by the teacher representative in the school, the building administrator and a college representative. However, final responsibility rests with the college and if there is any evidence that the selection is influenced by political or personal considerations at the expense of competence or willingness to supervise, it is the responsibility of the college to remove the student from the supervision of the selected teacher. The state should provide subsidies for receiving schools for training students.

Rationale:

The Commission believes that it is important that all interested parties be involved in the selection of supervisors, and therefore requires that a teacher representative participate in this process. The Commission, however, leaves to the judgment and authority of the individual college to determine whether individuals chosen for these positions are competent.

STANDARD VI: SUPERVISORY LOAD

College supervisors of these experiences may supervise no more than ten candidates per semester; a teaching supervisor may be responsible for no more than four candidates in a field experience and no more than one candidate in student teaching. Each student teacher must be visited at least once a week by the college supervisor and daily in the student teaching experience by the school supervisor.

Rationale:

This standard clearly indicates the Commission's intent to increase the amount and quality of supervision as a way of helping the candidate to improve and also to provide for a more thorough evaluation of the candidate's skill and competence. It is left to the discretion of the college faculty and cooperating teachers to develop a system of supervision which is effective within these requirements.

STANDARD VII: QUALIFICATIONS OF COLLEGE FACULTY

The college faculty members selected as supervisors must have had practical experience in a school within the previous ten years. This practical

experience may have been actual teaching, close working with cooperating teachers over that period in teacher education programs, conducting studies in the school, or working on curriculum development projects in the school. It is desirable, but not necessary, that these faculty members meet the State certification requirements for that field in which they are supervising.

Rationale:

This requirement specifies the permissible kinds of experience in the school and their relative recency. It is intended to exclude individuals who have not been working with teachers and schools. A supervisor who has not taught in a school during the last ten years or whose research and development activities have not been conducted in schools would not meet this standard. On the other hand, a faculty member who has been working continuously in schools, supervising student teachers over a period of a decade or more, does meet this requirement.

There shall be no exceptions in the applications of these standards. It is the function of the evaluation and accrediting committee to provide concrete evidence that these particular standards are being met.

Curriculum Distribution Requirements

STANDARD VIII: GENERAL EDUCATION

All undergraduate teacher education programs shall provide the equivalent of fifty semester credit hours of general education, including electives. Courses which are strictly vocational may not substitute for courses in the liberal arts and sciences; for example: accounting may not be substituted for mathematics. ~~Nonprofessional~~ education courses may be used to meet the

general education requirement. Requirements for general education should be distributed as follows:

A. Arts and Humanities:

One third of the requirement for general education should be taken in the arts and humanities including such fields as English, literature, modern and classical language, philosophy and religion, music, art, speech and communication, and the dramatic arts.

B. Mathematics and Science:

One third of the requirements for general education should be taken in the mathematical and physical sciences, including such fields as mathematics, biology, chemistry, geoscience, physics, and environmental science.

C. Social Sciences:

One third of the requirements for general education should be taken in the area of social science including such fields as history, economics, psychology (excluding educational psychology), sociology, anthropology, political science, and ethnic studies.

Rationale:

The purpose of Standard VIII is to insure that graduates of teacher education programs receive a liberal education which is equivalent to that received by those who receive the baccalaureate degree in other fields. The Commission believes that each teacher should be not only a skilled communicator, but also an educated person and intellectual leader. Studies in a broad range of disciplines provide the foundation of knowledge required for competence in the subjects of the elementary school curriculum. For secondary teachers, general education provides the basis for viewing one's own field in relation to other major disciplines.



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEAN OF LIBERAL ARTS AND SCIENCES

October 15, 1980

Dr. Deena R. Sadat
Legislative Services Agency
State House
Trenton, N.J. 08625

Dear Dr. Sadat,

Since I was unable to present comments in person at the October 7th hearing on our campus, I would like to take this opportunity to enter my comments as a matter of record.

Though I am not centrally involved in the conduct of a teacher education program, a great number of courses taught by faculty in my division are taken by certification candidates. As such, my comments are essentially points of clarification dealing with parts of the report detailing Liberal Arts or non-professional education requirements.

1. Standard VIII: General Education(Standards of Undergraduate Programs) mentions the area of "ethnic studies" as part of the requirement of C. Social Sciences. I would hope there will be some greater clarification of what "ethnic studies" means, if, in fact, that area is to be retained as a possible requirement in this section. The other areas mentioned are, if you will, traditional liberal arts disciplines, whereas ethnic studies is not so easily defined. My experience has been that credible ethnic studies programs are multidisciplinary programs, comprised of courses from such disciplines as history, sociology, anthropology and political science. What makes ethnic studies viable is precisely the grounding in a variety of allied disciplines and hence it is an area which has curricular integrity if it entails completing an entire program of such courses. Unlike taking an introductory course in one of the established social sciences, introductory ethnic studies courses do not, in my opinion, function well apart from a programmatic context: when taught only as an introductory course, they tend to be superficial and ineffective because of the multidisciplinary nature of the enterprise. I believe the best interests of the prospective teachers would be served if ethnic studies were not included in this category.

2. Standard IX: Major Discipline (Standards for Undergraduate Program requires "a minimum of one year of study in a major non-education discipline...." The rationale refers to "the chosen major." My assumption is that students are not required to complete a major in a non-education discipline, but rather to complete a number of credits/courses in another area of study. If my assumption is correct, it would be helpful to be a bit more explicit in the statement of the standard.

3. Standard IV: The Professional Teaching Certificate (A New System of Licensing) indicates that there be a satisfactory demonstration of advanced competency in "Subject Area Knowledge." (3.e) Again, I would assume that "Subject Area Knowledge" would include, but perhaps not be limited to, those liberal arts and sciences disciplines which a teacher might be instructing. Again, for the sake of clarity, I believe this should be made more explicit.

I thank the Commission for the opportunity to enter these remarks as part of the record.

Yours truly,


Alan B. Donovan

ABD:mjp

Adat

GEORGIAN COURT COLLEGE

LAKEWOOD, N. J. 08701

DEPARTMENT OF EDUCATION
GRADUATE DIVISION
201/367-1717

October 15, 1980

Commission to Study Teacher Preparation Programs
Room 221, State House
Trenton, New Jersey 08625

Dear Commission Members,

I have enclosed a response to selected areas of the preliminary report.

There are many areas that Georgian Court College agrees with. There are two areas of concern, the college has addressed, for your attention.

Sincerely,

James S. Williams

James S. Williams
Dean, Graduate School

JSW/dmw

STANDARD V: ACCREDITATION TEAM REPORTS

The accreditation team shall submit to the Department of Education a report which states for each program whether standards have been met and presents supporting evidence. If standards have not been met and supporting evidence has been presented, no further recommendations regarding the program are required. If standards have been met, then the accreditation report should present recommendations for improving these programs.

The final report of the accreditation team shall be signed by each team member and any member who does not wish to sign shall present a brief report indicating the reasons for dissenting.

The period from the date of the site visit to the date of submission of the final report shall not exceed three months except upon the recommendation of the Advisory Council on Teacher Education.

College Response:

The present system allows a college two years to upgrade an area that the visiting team felt was weak. Has the Commission studied the results of committee recommendations? In many instances the college made substantial changes and provided students with a quality educational program. With changes in New Jersey State requirements (Intercultural relations, two reading courses and black studies) many colleges, due to the administrative process, took longer time periods to upgrade programs. There is a need to allow a realistic time frame for evaluating teacher preparation programs.

STANDARD VI: APPROVAL OF ACCREDITATION TEAM REPORTS

Each accreditation report shall be reviewed by the ACTE and approved by the Commissioner. In this process, programs shall be classified as either "approved" or "unapproved".

College Response:

The proposed method indicates "approval" or "unapproval". A system of due process is not included if a college wishes to appeal a determination they consider unfair or unreasonable. The present Thorough and Efficient Act of 1975 and the Administrative Code provides school districts with a due process procedure and conditional status. This procedure should also be allowable for colleges.

STANDARD VII: TERMINATION OF UNAPPROVED PROGRAMS

The Department of Education shall make public a listing of programs approved and unapproved as a result of each accreditation visit. The institution of higher education shall be given a period of five years to phase out the program for purposes of certification and shall be permitted to maintain its commitment to those students enrolled in the program at the time of termination.

College Response:

In the event of approval of the above standard that allows for a five year termination date, it would be extremely beneficial to the students in the program, that the college upgrades that area. This would provide protection to the student and allow for greater acceptance in the "job market".

57 Miller Track
P.O. Box 248
South Seaside Park, N.J.
08752

October 7, 1980

State of New Jersey
Office of Legislative Services
State House CN-042
Trenton, New Jersey 08652

Gentlemen:

Although the Newman report is riddled with generalizations, I would like to confine my comments to those dealing with teacher preparation.

I disagree with many of the contentions set forth in this report which states that most of the teachers in New Jersey were dissatisfied with the practical aspects of their teacher preparation. This statement implies that a state-wide survey was conducted. If so, it was a well kept secret, for no one I know including NJEA has ever heard of such a survey.

In order to be specific I shall comment upon the teacher education program in which I was involved at Cook College. I fervently believe I was sufficiently prepared for the tasks encountered when I began teaching science at Northern Burlington County Regional High School in September 1976. Under the direction of Dr. Arthur Edwards and Dr. William Smith, Cook College, Rutgers University, I was able to do field observations, study various methods of teaching techniques, instruct working science teachers in SCIS workshops, and student teach in a 640-acre classroom called Thunder Mountain (Mr. Charles Gerth, Director, Newton Board of Education).

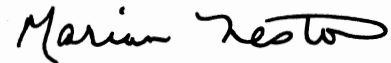
By working with Drs. Edwards and Smith in the trailer which the education students refurbished into the Occupational Resource Center, we were able to observe two incredibly talented and professional men develop a highly personalized and individualized education program.

At this writing, Cook College is responsible for certifying 50% of all working science teachers in the state and 100% of all New Jersey college trained vocational agriculture teachers.

It was not until I entered the work force that I began to fully appreciate the ideals and practical knowledge that had been

imparted to me through the Cook program. Cook College offers a thoroughly individualized educational program and does not deserve the general implication of poor instruction by the Newman Act.

Sincerely,

A handwritten signature in cursive script that reads "Marian Nestor". The signature is written in dark ink and is positioned to the right of the typed name.

Marian Nestor

COUNCIL OF NEW JERSEY STATE COLLEGE LOCALS



NJSFT-AFT/AFL-CIO
420 CHESTNUT STREET
UNION, NEW JERSEY 07083
201-964-8476

October 29, 1980

To: Members, Commission to Study Teacher Prep. Programs in N.J.

From: Marcoantonio Lacatena, President *M. L.*

Subject: Opposition to Recommendations contained in the
"Preliminary Report of the Commission to Study
Teacher Preparation Programs in New Jersey

The Council of New Jersey State College Locals, AFT, is on record opposing the recommendations of the Newman Commission on teacher preparation in New Jersey requiring extended field experience unless there is a concomitant commitment to fund the colleges so that adequate supervision of the field experience may be provided. The Council also opposes the recommendation that all existing and currently approved teacher training programs be resubmitted for reapproval by the State.

The Council maintains that for the Commission to mandate new programs without providing resources to carry them out renders any proposed "improvements" meaningless. Improvements cannot be had without a substantial and firm financial commitment.

The Council also takes exception to the Commission's requirement that all existing programs be treated as new programs not yet in compliance with proposed standards, thus totally ignoring the fact that many of these teacher education programs are very well established and have achieved national recognition. A true commitment to teacher education programs demands meaningful support in financial terms; without such support the Commission's recommendations will result in yet another layer of bureaucracy which will oversee underfunded programs.

The Council is primarily concerned with maintaining and developing quality programs, staffed by professionals and adequately funded in order to provide New Jersey State College students with the best possible education.

The Council strongly urges the Commission to revise its recommendations with respect to field experience and program review. A responsible approach requires recommending the necessary funding for any proposed changes in teacher training programs and considering all existing programs as approved subject to review by recognized accreditation agencies.



Office of Field Laboratory Experiences

October 28, 1980

Rev. Mr. John V. Johnson
Chairman
Commission to Study
Teacher Preparation Programs
Room 221, State House
Trenton, NJ 08625

Dear Mr. Johnson:

Thanks again, on behalf of the New Jersey Teacher Education Roundtable, for the opportunity to speak with the Commission at the Newark hearing.

I know the Commission is intent on doing a good job--and at the same time may be a little weary of the variety and volume of criticism and suggestions. But I would like to make three short points:


1. Broader interpretation permitted. The colleges and schools need some leeway in the administering of teacher education programs under the Commission's proposals. The Chancellor indicated orally that this was assumed. Could the Commission in its report provide assurance of some freedom of interpretation in carrying out its recommendations?

2. Endangerment of interstate reciprocity. In downplaying NASDTEC, there is real danger to a reciprocity system which aids the movement of teachers from state to state. Could the Commission enlist the aid of Fred Price and/or Al Rosebrock in checking the text for inadvertent statements or omissions?

3. New Governance Structure. The new plan for an Advisory Council on the Evaluation of Teacher Education creates as many problems as it solves. Could it be carefully reviewed?

If I can be of any help to the Commission staff in anticipating unforeseen side effects of particular recommendations, please feel free to call on me.

Sincerely,


Harry T. Gumaer, Director
Field Laboratory Experiences

ktp

cc: Dr. Russell Layden, President
Teacher Education Roundtable

787
William Small, Jr.
William Paterson College
300 Pompton Road
Wayne, New Jersey 07470

October 30, 1980

Dr. Deena Sadat
Legislative Services
State House
Trenton, New Jersey 07806

RE: COMMENTS AND REACTIONS TO PRELIMINARY REPORT
OF THE COMMISSION TO STUDY TEACHER PREPARATION
PROGRAMS IN NEW JERSEY

Dear Dr. Sadat:

I have examined the preliminary report of the Commission to Study Teacher Preparation Programs in New Jersey. What follows is my initial reaction to that report. Although I am an educator, employed within the State college system, who has some experience in the design of teacher education programs, it should be noted that the views reflected herein are my own.

I have inquired of this Commission regarding the opportunity to testify at one of its public hearings on this subject. The advice that I received, regarding the opportunity to testify, was that the statements from the public were being limited to five minutes per person. I am suspicious that such a limitation will unduly restrict the opportunity for full and appropriate discussions by members of the public. I have thusly opted to supply this written statement. I request that the statement as received be construed as a part of the record of your public proceeding.

Continuing Education

My initial comment is to note with some sadness the distinction recited in terms of the Commission's future action regarding some "special" programs as opposed to similar expression by the Commission with requirements

for teachers in the field or candidates who are currently enrolled in teacher preparation programs. In an era when many professions have accepted and now stress the need for continuing education, I submit that the education community does not have the luxury of ignoring the requirement of continuous preparation for teachers. In my view, such a requirement is particularly necessary in light of the attendant protections which inure to the professional teacher after he or she has been granted tenure by an appointing authority. "Preparation" must be viewed as a concept embracing notions of continuing concern on the part of the professional and the consumer alike. The Commission may not find it prudent to address this issue in a way which is prescriptive, yet it must at least stress the importance of preparation as a continuing process. More specifically, the conclusion that "certification recommendations in this report should apply only to new teachers and should not affect any individual who is already employed in a public school in New Jersey," should be reconsidered. In using this language, the Commission has tacitly recited and/or accepted an existing performance standard. The feasibility of adopting such a position is, in my opinion, at best questionable. Since many, if not most, school districts have programs which provide economic incentives for continued study, the benefit and impact of the requirements in the report could be stated in some positive way and still have applicability to persons presently employed in public schools and other currently enrolled in formal programs.

Undergraduate Programs

The language of page vii, is to me a little confusing. If paragraph two reflects a concern with having students enjoy some practical experience in

the classroom prior to being accepted, as a major, into a teaching education program, I applaud that. However, it is not clear if the role of supervisory, teachers and the definition of college supervisors, or the concept of "final responsibility" resting with the college have been adequately thought out. By the same token, one may question the value of the requirement that "college faculty members selected as supervisors must have had practical experience in a school within the previous ten years" if that experience is not defined in some precise way.

Course Requirements

I find the Commission's suggestion on course requirements acceptable in all but one of the stated areas. I cannot in context of your report, accept the requirement of a 2.5 academic average as a valid precondition for acceptance into a teacher education program. I suggest again that the concerns with academic standards and quality should be recited, however, the establishment of actual standards should be a matter of local institutional prerogative. Given the specific recommendations for activities that may seriously impact ones capacity to engage in on campus academic preparation, perhaps the Commission should considered recommending that undergraduate teacher education programs be extended by one academic year.

In addition to what is recommended in terms of course requirements, I find the recommendation lacking in at least two critical areas. I think that many of the difficulties existing in major school districts today have their basis in teacher attitudes. This is not to say that the teacher necessarily generates the problems. It is to say that existing difficulties are, in my opinion, often fostered by teacher perceptions which places the problem either beyond their capacities or beyond their active concerns.

I suggest that there is a growing need in all teacher preparation programs for disciplinary emphasis in ethics and professional responsibility. In my opinion, the profession has not kept pace with this aspect of its responsibility. We have, therefore, experienced a serious decline in the role and perception of the "educator" in the educational affairs of communities and in general community statures.

In spite of the fact that the recommended proposal encourages courses in behavioral science, I submit that this requirement although valid in and of itself does not go far enough in addressing the issue of mandatory courses. The changing demography of many of our school districts requires more. There is a standing need for educators to be appreciably familiar with the culture, customs and folkways of the people whom they intend to teach and the families with whom they may be expected to interact. I suggest that the case has been patently made elsewhere, that courses in the area of ethnic studies be a mandated aspect of all teacher training programs. I go so far as to suggest, that these courses also include language study.

One area which relates directly to teacher preparation and teacher performance, is the area of supervisory preparation. There is a very real question in the minds of some, myself included, as to whether certification or the conditions for the selection of school managers restricts the opportunity for school districts to secure the best managers available for the task. Some states have recognized this concern and dispensed with the requirement of teacher certification for nonteaching personnel. This position at a minimum accepts the modern notion that there may exist a pool of competent, qualified, innovative professionals who are not certified

as teachers. If the Commission is not willing to go as far as some have gone in this area, then I at least encourage the serious assessment of existing programs to insure that supervisory personnel are realistically equipped to deal with the problems of collective bargaining, community relations, and the educational politics of the times.

Academic Standards-Post Graduate Programs

As earlier stated, aside from the recital of some concerns with standards generally, the standards for programs should be established by the local institution. Moreover, each institution must be able, based upon its philosophy and experience to weigh admission criteria in a way which best addresses its responsibility to quality and equity in access for the population it serves. The competence of a student upon entering a program, is much less important than the measured competence of a student when he or she has completed the course work prescribed in a program or when he or she has been employed for some time as a teacher.

Licensing

It is not clear to me whether, under this proposal, one will be able to receive tenure while working and holding only an initial temporary certificate. How long may one work on a temporary certificate? Insofar as the professional certificate is concerned, I do not understand the requirement that one be employed for two years at the time of application. It is also not clear to me what constitutes the equivalent of a Master's degree. Shall that decision be the decision of a local college or of some external authority? I submit that the entire question of college-external agency articulation would benefit from some additional elaboration in the report.

Governance

Beyond, a call for a new governance structure which shall provide for improved articulation between the Department of Education and the Department of Higher Education, I question the need for this Commission to define in specific ways the responsibilities of the new governance structure. It seems to me that such relationships might best be explored by another Commission if it is finally decided that a governance structure of the type generally proposed might be of some real benefit to the educational community. The establishment of a Board of Examiners is a major step in defining the relationship between the two Departments. The same may be said for the advisory council which would have accreditation functions. If a major thrust of this report is to give to the Department of Education the responsibility and authority to police and approve teacher preparation programs offered by New Jersey colleges, then such a recommendation ought be set forth with greater specificity and rationale. If the Department of Higher Education wishes to relinquish said responsibility and authority to the Department of Education, again such should be done with greater openness and public justification. What should not happen is that such fundamental structural changes, which are guaranteed to impact public education in serious ways, occur by implication from the adoption of a report to study teacher preparation programs. In that the educational interest of many children would be affected, not to mention the employment opportunities for many teachers, the public should at least be advised as to how that which is being proposed is likely to improve upon that which currently exists. What kind of credentialing procedures will be established by the State Board of Examiners? Will there be a test and if so who will develop it? How will it be normed for teachers in New Jersey? What mechanisms

Dr. Deena Sadat
Page 7
October 30, 1980

will exist to insure that improper influence resulting from pedagogical and political differences between ACTE members and local faculty and staff will not influence evaluations? Who selects ACTE members? How will ACTE accreditation differ materially from the already duplicitous accreditation process?

It is clear to me that perhaps the best way to assess the quality of a teacher education program is through the program product. Is the teacher doing in professionally acceptable ways that which is reasonably expected of a certified teacher - the level of certification notwithstanding? It is significant in assessing the effectiveness of teacher preparation programs that this Commission would have the College's programs studied and ignore the performance of the graduates of those programs and their impact upon students.

I am, however, encouraged by the Commission's recital that this report is preliminary. Thank you for this opportunity to input into your deliberations on this most important matter.

Sincerely,


WILLIAM SMALL, JR.

WSJ/cam



November 3, 1980

Reverend Jack Johnson
Commission to Study Teacher Preparation
State House
Trenton, New Jersey 08625

Dear Reverend Johnson and Members of the Commission to Study Teacher Preparation Program:

As Chairperson of the Department of Education at the College of Saint Elizabeth, I have been directed by the members of the Department to share our concern about the Commission's Document. We have spent a great amount of time probing the following issues:

1. Autonomy - The prescriptive and intrusive nature of the recommendations in the area of field and curriculum seriously undermines the freedom of the faculty at the College in this area. Specifically, we refer to general education requirements, credit ratio requirements, program design. We feel strongly that these determinations rest within the purview of the faculty and administration at the College. The concern to maintain academic quality is commendable, but the delicate interplay of autonomy and quality in institutions is not evident in the document from the commission.
2. Financial Implications - There is no way to assess the implications of the document financially. Does the Commission plan to request funding for all teacher education programs in the State of New Jersey?
3. Education as a Major - At the College of Saint Elizabeth the Elementary Education Major is designed as a liberal art. It was on that premise that the faculty approved the major at the College. Because of the unique design of the program for the Elementary Education Major, we question the assumption in the document that the study of Education is only viable when accompanied by a "non-education discipline".

4. Non-Traditional Students - The structure of the program from the Bachelor's degree through to professional certification does not take into account the non-traditional student. The workability of the recommendation in the report for transfer, EOF, Women, and Continuing Education students is cumbersome.
5. Credits for the Bachelor's Degree - This area of the document is unclear. Calculation of the number of credits required for the degree is far in excess of the 128 credits required at the College of Saint Elizabeth. The data in the document does not support the increases in the specified areas.
6. Quality Control - Quality control at institutions of Higher Education is under the direction of faculty and administration. Review of quality control effectiveness is completed in our institution by Middle States, NASDTEC, and other learned societies in the specific disciplines. We seriously question the role of government in these matters.

We have reviewed these recommendations with our Board of Advisors for the Department of Education here at Saint Elizabeth's. The Board is composed of twenty-one(21) public and non-public school teachers and administrators. They shared their deep concern about the excessive interference of government in the educational process. The faculty in the Department of Education share the same concern.

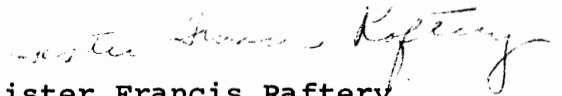
Finally, it is with a note of disappointment that we received a report in which we as teacher educators have had little or no input. In the spirit of positive contributions, may we make the following recommendations:

1. We recommend that the Commission omit from the document a delimitation of a "semester hour counting approach" to liberal education.
2. We recommend that the accountability cycle for quality teacher education be reviewed by the appropriate accreditation and program approval bodies, i.e., Middle States, NASDTEC, NCATE, etc.
3. We recommend that the State Department of Education and the State Department of Higher Education convene a Summit Conference of Educators throughout the State of New Jersey to probe the critical issues facing the educational community.
4. We recommend that the State Department of Education and the State Department of Higher Education site those programs in the State that have distinguished programs in teacher education.

5. Finally, we recommend that the State Department of Education and the DHE support and encourage innovative and creative programs in teacher education designed to meet the critical demands facing the schools of the State of New Jersey and the Nation.

We consider Teacher Education as the mission of the Department of Education of the College of Saint Elizabeth. As faculty we have pledged ourselves to be involved on local and State levels to assist in improving the quality of life and education for the children attending the schools of New Jersey. Our College has been involved in Teacher Education from its very beginning, we feel we have experience to share and are willing to do so. Please feel free to call upon us.

Sincerely,



Sister Francis Raftery
Chairman
Department of Education

SFR/wm



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE
Robinson Building
609-445-6044

October 10, 1980

Dr. Deena Sadat
Commission to Study Teacher Preparation Programs
Room 221, State House
Trenton, New Jersey 08625

Dear Dr. Sadat,

Enclosed are my notes from the open hearing held at GSC last Tuesday. I've kept a copy, so they needn't be returned.

Cordially yours,

A handwritten signature in cursive script, appearing to read "Francis E. Masat".

Francis E. Masat
Chairperson

NOTES FOR THE COMMISSION ON TEACHER STANDARDS

SPEAK SLOWLY

(Hearing of October 7, 1980, Glassboro, N.J.)

My name is Fran Masat; I am presently a math chairperson. Thank you for this opportunity to address the Commission. Having been a high school teacher in 1960, a Board of Education member more recently, and the chairperson of a teacher preparation department, I feel I bring some perspective to my comments on the report.

I strongly endorse and support the report and am here today only to seek the addition of some words of clarification.

I base this request on the Commission's statement on page 8, 4th paragraph: "lack of specificity is the basic problem with standards for teacher programs."

Based on my own experiences. I agree with this finding and would like to see it become the "watch-phrase," if you will, of the rest of the document. In particular, on page 22 of the report we have: "We leave each faculty to decide on many of the particulars."

Unless the intent is not clear here, it says that specifics, ie, "particulars" will be left up to each faculty, as it has been in the past!

up to
MARIE

On page 32, there are the "1/3 of the requirements for general education should be taken in....." paragraphs that again demonstrate a lack of specifics. So that I may be clear, I have brought with me examples of certification models from Glassboro State College that clearly document what happens when the "particulars" are left up to a faculty.

I'll read one brief example. "To be certified in elementary education, the student shall take one course in mathematics, six courses in foundations of education, and only one of structures of arithmetic (math for elementary teachers) or fundamentals of geometry, and so on....." Now before you think I'm being parochial in my dialogue, let me show you the results of the preceding "particulars."

offer
to
Amey
Lambert

Elementary certification students are permitted, in fact encouraged, to take an

essentially remedial course ^{of} ~~in~~ 9th grade mathematics ^{in order} to satisfy the first math requirement cited. Locally, it is called Math I. Realize that I am not claiming that elementary education majors need more math. I am arguing that if they need a math course, the standard should be "specified" that the course be above the remedial level! No wonder ^{many} children have poor math skills, ^{in our element-schools.} At Glassboro State, Math II (Algebra and trigonometry) is considered to be the competency course for which Math I was later designed to support. ^{But what is happening is that} ~~Instead,~~ students with two or more years of ^{HS} algebra are flooding the course and absorbing resources meant for students who legitimately belong there.

A clear solution to the problem, that does not generate additional FTE's is to include wording in the report to the effect that: "all required courses will be at or above competency level." This phrase, in some form surely must be considered by this Commission as a needed "specific."

For a few words more, the Commission could suggest that certification students may want to choose courses in elementary statistics or computer computer science. (As a side note, I found that computer science was totally overlooked in this report, and I'll add that it is not being overlooked in the majority of elementary and secondary schools in the state of New Jersey.)

My last remark is relative to page 69, item 3 under "State Board of Examiners."

I will strongly suggest that the Commission include in this report the specific rational for recommending that three ~~of~~ Dean's of Education be on the Board of Examiners. While this is not exactly the case of letting the fox guard the hen house, it clearly is the case that at least one of the Dean's of Education elligible for the Board of Examiners has allowed abuses such as those cited above. If the intent of this Commission is to educate Dean's of Education by placing them on a Board of Examiners, say so ---be specific. To allow some of the worse abusers of standards to stand in judgements of others is a travesty that borders on the liable.

If ^{the Commission} ~~you~~ wants people on the Board of Examiners who have first hand knowledge

and experience, put a few superintendents on the Board; ie, the individuals who hire, evaluate, and often have to fire the products of teachers programs.

This concludes my testimony and I again thank the Commission for the privelege of appearing.

*Be prepared
to answer
questions*

EXHIBIT

GLASSBORO STATE COLLEGE

Name: _____

1979-80

Date: _____

Degree Model and Certification Program
For Elementary Education

Program Sheet

6 courses in Foundations

GENERAL STUDIES

| | | | |
|----------------------------------|-----|---|---|
| Fund. of Communications 0601.101 | 3 | Fine, Performing, and Practical Arts (appropriate selections from Art, Music, Dance, Speech, Theatre, Industrial Ed., and Home Ec.) | 3 |
| Fund. of Communications 0601.102 | 3 | | 3 |
| Health & PE 0835.106 | 1.5 | | 3 |
| Health & PE 0835.107 | 1.5 | | 3 |

General Selection (Total 27 S.H.)

At least one 3cr course from each of these areas must be selected: Math, Science, and Social Studies (Antropology, Economics, Geography, History, Political Science, Sociology). Six additional 3cr courses must be selected from these departments: English, Foreign Languages, Mathematics, Philosophy & Religion, Psychology, Science and the Social Studies listed above.

| | | | |
|-------------------------------|---|--------------------------------|---|
| Math <u>what? what level?</u> | 3 | | 3 |
| Science | 3 | | 3 |
| Social Studies | 3 | | 3 |
| | 3 | 0802.320 Children's Literature | 3 |
| | 3 | | 3 |

PROFESSIONAL STUDIES

| | | | |
|-------------------------------------|---|--|---|
| 0801.101 Career Exploration Seminar | 1 | 0802.314 or 304 C&M Science | 3 |
| 0802.311 or 301 C&M Lang. Arts | 4 | 0802.312 or 302 C&M Soc. Studies | 3 |
| 0830.281 Found. of Reading | 3 | 0802.312 or 306 Practicum (KP-GE) | 6 |
| 0802.313 or 303 C&M Math | 3 | 0802.410 or 400 Student Teaching (KP-GE) | 8 |
| 0830.410 Adv. Teach Rdg. | 3 | 0802.315 Creative Experiences | 3 |
| 0802.321 Tchg. Health & PE | 3 | Educ. Elective | 3 |

Foundations of Education Program (Total 18 s.h.)

6 courses

| | | | |
|------------------------------|---|----------------------|---|
| 0822.300 Child Development | 3 | Foundations Elective | 3 |
| 0822.300 Intercultural Study | 3 | Foundations Elective | 3 |
| 0821.400 Issues in E Found. | 3 | Foundations Elective | 3 |

Academic Concentration (Total 12 s.h.)

| | | | |
|-------|---|-------|---|
| _____ | 3 | _____ | 3 |
| _____ | 3 | _____ | 3 |

Academic Distributive

Select only 1 from each group

| | | | |
|--|---|---------------------------------------|---|
| <u>Group I</u> <u>Math for Elem Teachers</u> | | <u>Group III</u> | |
| 1701.110 Structures of Math. | 3 | 1917.310 Princ. Earth Sci. | 3 |
| 1701.111 Fund. of Geom. | 3 | 1901.110 Princ. Phys. Sci. | 3 |
| <u>Group II</u> | | 0401.100 Biology I | 3 |
| 2206.101 Physical Geog. | 3 | <u>Group IV</u> | |
| 2202.102 Cultural Geog. | 3 | 0802.411 Meas. Pupil Prog. | 3 |
| 2206.111 World Reg. Geog. | 3 | 2001.321 Psy of Helping Relationships | 3 |
| 2206.201 Reg. Geog. Anglo Amer | 3 | 0839.300 Technology for Children | 3 |
| | | 1009.310 Puppetry | 3 |
| | | 0821.460 Art Activ for Elem. Sch. | 3 |

Callahan

DEPARTMENT OF ELEMENTARY EDUCATION
Degree Model for General Elementary/Kindergarten Primary

| Freshman | | | |
|---|------------------|---|------------------|
| Communications 101 | 3 | Communication 102 | 3 |
| Health & PE | 1.5 | Health & PE | 1.5 |
| General Selection | 3 | General Selection | 3 |
| Fine & Performing Arts | 3 | Fine & Performing Arts | 3 |
| General Selection | 3 | General Selection | 3 |
| General Selection | $\frac{3}{16.5}$ | Academic Distributive | $\frac{3}{16.5}$ |
| Sophomore | | | |
| Foundations of Reading* | 3 | Advanced Teaching of Rdg.* | 3 |
| C&M Language Arts (KP-GE)* | 4 | Academic Distributive | 3 |
| Academic Concentration | 3 | Fine & Performing Arts | 3 |
| Gen. Selec. (Child Lit opt) | 3 | <u>Foundations Elective</u> | <u>3</u> |
| <u>Foundations Elective</u> | <u>3</u> | General Selection | $\frac{3}{15}$ |
| Career Exploration Sem. | $\frac{1}{16}$ | | |
| Junior | | | |
| Academic Distributive | 3 | Practicum (KP-GE)* | 6 |
| Academic Distributive | 3 | C & M Social Studies (KP-GE)* | 3 |
| C & M Math (KP-GE)* | 3 | C & M Science (KP-GE)* | 3 |
| Academic Concentration | 3 | <u>FOUNDATIONS</u> Child Development | <u>3</u> |
| General Selection | 3 | | $\frac{3}{15}$ |
| Academic Concentration | $\frac{3}{18}$ | | |
| Senior | | | |
| Student Teaching (KP-GE)* | 8 | General Selection | 3 |
| Creative Experience* | 3 | Academic Concentration | 3 |
| Issues in <u>Foundations</u> of Education | <u>3</u> | Issues in <u>Found.</u> of Ed. | <u>3</u> |
| OR | | OR | |
| Intercultural Study | | Intercultural Study | |
| Education Elective* | $\frac{3}{17}$ | <u>Foundations Elective</u> | <u>3</u> |
| | | Teaching Health & PE | $\frac{3}{15}$ |

*INDICATES PROFESSIONAL STUDIES COURSES FOR KP-GE majors

EXHIBIT

COURSE OF STUDY FOR EARLY CHILDHOOD MAJORS
GLASSBORO STATE COLLEGE

Name _____ Address _____ Telephone No. _____ Advisor _____

~~Standard~~
ONLY FIVE COURSES
IN FOUNDATIONS

GENERAL STUDIES (Total 45 s.h.)

- 0601.101 Fund. of Communications ___3
- 0601.102 Fund. of Communications ___3
- 0835. ___ Health and P.E. ___1.5
- 0835. ___ Health and P.E. ___1.5

Fine, Performing & Practical Arts
Any non-teaching courses in Theater,
Art, Home Economics, Industrial Ed.

- _____ ___3
- _____ ___3
- _____ ___3

ENGLISH, MATHEMATICS, SCIENCE,
SOCIAL SCIENCES (Anthropology,
Economics, Geography, History,
Sociology, Political Science),
Philosophy, Foreign Languages,
Psychology

- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3

~~NO MATH
REQUIRED~~

ACADEMIC CONCENTRATION:
(Total 12 s.h.)

- _____ ___3
- _____ ___3
- _____ ___3
- _____ ___3

Foundations of Education Courses Required:

- 0822.300 Child Development ___3
- 0821.400 Issues and Found. of Ed. ___3
- 0821. ___ Intercultural Study ___3
- 0821. ___ Foundations Elective ___3
- 0821. ___ Foundations Elective ___3

Required for N.J. teacher certification:

- 0837.390 Health Problems of the Young Child ___3
- 0830.281 Foundations of Reading ___3
- 0830.410 Adv. Learning of Reading ___3

ACADEMIC DISTRIBUTIVES: (Total 12 s.h.)
(Select 1 from each group:)

- 1306.302 Nutrition During Child. ___3
- 1305.200 Family Life Styles ___3
- 1305.302 Contemp. Amer. Family ___3
- 2009.211 Child Psychology ___3
- 1305.300 The Preschool Child ___3
- 2001.325 Mental Health ___3
- 2001.421 Psych. of Helping Relation. ___3
*Humanistic Psych. Prereq.
- 1006.117 Expressing Music ___3
- 1007.435 Creative Dramatics ___3
- 1008.315 Creat. Dance for Children ___3
- 0839.300 Techn. for Children ___3
- 1009.531 Art for the Preschool Child ___3

Divisional Requirements:

- Career Exploration Seminar ___1

Required Early Childhood Courses:

- 0823.350 Nature of Early Childhood ___2
- 0823.351 Lang. Dev. & Lang. Arts for Preschool Child ___4
- 0823.353 Math Curriculum ___3
- 0823.315 Creative Experiences in E.C. ___3
- 0823.352 Science & Social Studies Curriculum E.C. ___5
- 0802.411 Measuring Pupil Progress E.C. ___3
- 0823.361 Practicum Early Childhood ___6

Senior Year:

- 0823.400 Student Teaching ___8
(A laboratory experience to be taken during Fall semester of Senior year.)
- 0823.405 Senior Dialogue ___1

Early Childhood Elective:

- 0823.370 Parenting, the Young Child and the Educative Process ___3
- 0823.373 Developmental Motor Activities for Young Children ___3

Elementary Certification:

- 0802.418 Elementary Curriculum ___3

92x

Central
Counselor

EXHIBIT

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

129
Hours

4 Foundations

Professional Studies Division
Program of Studies

Name _____ Soc. Sec. No. _____
Address _____ Phone _____
Specialization _____ Advisor _____
College Attended _____ No. of S.H. _____
Remarks: _____

General Education Component (45 S.H.)

| <u>COURSE</u> | <u>S.H.</u> | <u>DATE SCHEDULED</u> | <u>GRADE</u> |
|--|-------------|-----------------------|--------------|
| I. REQUIRED BASIC COMPETENCIES STUDIES | | | |
| Communications 101 | — | — | — |
| Communications 102 | — | — | — |
| Health and Phys. Ed. I | — | — | — |
| Health and Phys. Ed. II | — | — | — |
| II. FINE AND PRACTICAL ARTS | | | |
| | 9 | | |

Study in at least one speech course from the Speech and Theatre Department is required.

III. ELECTIVES IN GENERAL EDUCATION

NO SCIENCE²⁷

OPTIONAL

Study is required in at least four of the following areas: English, Mathematics, Science, Social Studies, Fine and Practical Arts, Foreign Languages, Music, Philosophy, Psychology. Two of the area requirements are met in I and II above. Students may elect no more than 18 S.H. in any one area including coursework included in I and II above to meet the General Education requirements.

NOT BEING PARACHIAH

SPECIALIZATION REQUIREMENTS

ABS

Junior High/Middle School

Language Arts/Social Studies

| | <u>S.H.</u> | <u>SCHEDULED</u> | <u>GRADE</u> |
|---|-------------|------------------|--------------|
| I. LANGUAGE ARTS | 18 | | |
| Coursework in each of the following: | | | |
| American Literature | _____ | _____ | _____ |
| Tchg. Reading in Content Areas | _____ | _____ | _____ |
| Speech | _____ | _____ | _____ |
| Contemporary Literature | _____ | _____ | _____ |
| Linguistics | _____ | _____ | _____ |
| Advanced Writing | _____ | _____ | _____ |
| II. SOCIAL STUDIES | 18 | | |
| Coursework in each of the following: | | | |
| American History | _____ | _____ | _____ |
| Economics | _____ | _____ | _____ |
| Sociology | _____ | _____ | _____ |
| Geography | _____ | _____ | _____ |
| Political Science | _____ | _____ | _____ |
| Anthropology or Social Psychology | _____ | _____ | _____ |
| III. PROFESSIONAL | 39 | | |
| <i>4 Foundations Courses</i> | | | |
| The Secondary School Environment | _____ | _____ | _____ |
| The Ed. Life Style of the Sec. School Student | _____ | _____ | _____ |
| Methods and Materials in Teaching LA/SS | _____ | _____ | _____ |
| Teaching Reading in Secondary Schools | _____ | _____ | _____ |
| Foundations I (Educational Sociology) | _____ | _____ | _____ |
| Foundations II (Ed Philosophy or History of Ed. Theory) | _____ | _____ | _____ |
| Foundations III (Issues in Foundations of Education) | _____ | _____ | _____ |
| Professional Semester (Pract. & Student Teaching) | _____ | _____ | _____ |
| Teaching Reading Content Areas | _____ | _____ | _____ |
| Career Exploration Seminar | _____ | _____ | _____ |
| IV. SUPPORTING DISCIPLINES | 9 | | |
| Adolescent and His Learning | _____ | _____ | _____ |
| Educational Psychology | _____ | _____ | _____ |
| Intercultural Studies | _____ | _____ | _____ |

→ Science !!

4 Foundations Courses

Note: Upon successful completion of this program, students will be certified in English. Students who select three courses (9 s.h.) in the social studies areas from their General Education requirements, may receive dual certification K-12.

5/80 ev

1
 36
 48
 45
 129

EXHIBIT

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

NO
COMPUTER
SCIENCE
AREAS

Special Educational Services Department/Instruction

4 FOUNDATIONS

Teacher of the Handicapped
Curriculum Program Sheet

NO direction...
not parochial

Name of Student _____ Class of _____

This sheet is prepared as a general guide for the student to keep a record of their degree program at Glassboro State College. While the form is arranged in semesters, it is possible that some courses will be taken out of sequence.

FRESHMAN YEAR

Fall

| | | |
|--------------------------------|------|-------|
| Fundamentals of Communication | 3 | _____ |
| Health and Physical Education | 1.5 | _____ |
| Gen. Studies (Fine/Perf. Arts) | 3 | _____ |
| Gen. Studies (Electives) | 3 | _____ |
| Nature and Needs of the Handi. | 3 | _____ |
| Gen. Studies (Social Studies) | 3 | _____ |
| Total | 16.5 | |

Spring

| | | |
|--------------------------------|------|-------|
| Fundamentals of Communication | 3 | _____ |
| Health and Physical Education | 1.5 | _____ |
| Gen. Studies (Psychology) | 3 | _____ |
| Gen. Studies (Fine/Perf. Arts) | 3 | _____ |
| Gen. Studies (Elective) | 3 | _____ |
| Prep. Hand. Child/Youth Com. | 3 | _____ |
| Career Exploration Seminar | 1 | _____ |
| Total | 17.5 | |

SOPHOMORE YEAR

| | | |
|--------------------------------|----|-------|
| Gen. Studies (Mathematics) | 3 | _____ |
| Gen. Studies (Fine/Perf. Arts) | 3 | _____ |
| Gen. Studies (Elective) | 3 | _____ |
| Child Development | 3 | _____ |
| Foundations of Reading | 3 | _____ |
| Restricted Elective | 3 | _____ |
| Total | 18 | |

| | | |
|------------------------------|----|-------|
| Gen. Studies (Elective) | 3 | _____ |
| Gen. Studies (Elective) | 3 | _____ |
| Gen. Studies (Science) | 3 | _____ |
| Adolescent and His Learning | 3 | _____ |
| Reading for the Handi. Child | 3 | _____ |
| Restricted Elective | 3 | _____ |
| Total | 18 | |

JUNIOR YEAR

| | | |
|---------------------------------|----|-------|
| Curr. & Meth. Tchg. Hand. I | 3 | _____ |
| Edu. of Child W/Learning Dis. | 3 | _____ |
| Psychological Theories of Lrng. | 3 | _____ |
| Restricted Elective | 3 | _____ |
| Free Elective | 3 | _____ |
| Total | 15 | |

| | | |
|------------------------------|----|-------|
| Practicum Handicapped | 4 | _____ |
| Teaching Seminar | 2 | _____ |
| Curr. & Meth. Tchg. Hand. II | 3 | _____ |
| Restricted Elective | 3 | _____ |
| Intercultural Study | 3 | _____ |
| Total | 15 | |

SENIOR YEAR

| | | |
|---------------------------|----|-------|
| Student Tchg. & Seminar | 9 | _____ |
| Orient. to Psych. Testing | 3 | _____ |
| Restricted Elective | 3 | _____ |
| Total | 15 | |

| | | |
|--------------------------------|----|-------|
| Restricted Elective | 3 | _____ |
| Found. of Education (Elective) | 3 | _____ |
| Free Elective | 3 | _____ |
| Restricted Elective | 3 | _____ |
| Issues in Found. | 3 | _____ |
| Total | 15 | |

December 1978

Applies to all students graduating June 1981 and thereafter.

Implementation Fall 1980.

95x

BOARD OF EDUCATION
ADMINISTRATIVE OFFICE
149 CHESTNUT STREET
NUTLEY, NEW JERSEY 07110

ARNOLD C. RAMSLAND
Secretary - Business Administrator

TELEPHONE
661-3500

October 16, 1980

TO: Members of the Commission to Study Teacher Preparation Programs
In New Jersey

The Nutley Board of Education appreciates the time and effort expended by the Commission on its preliminary reporting. While it constitutes a significant improvement over last year's trial balloon there are still aspects that trouble us deeply.

Because the day chosen for the hearing in Newark coincides with the day that most of us leave for the NJSBA Convention we are unable to send a representative to testify in person. We, therefore, submit the following points for your consideration:

Undergraduate Programs:

1. Practical Experience:

- a. Selection and supervision of student teachers and of supervisory teachers must rest with the local district, not the college. It is the Local district that is, in the last analysis, responsible for the education of its children and, therefore, liable for damage inflicted by an inept student teacher and/or lazy or incapable supervisory teacher. Colleges have neither the personnel nor the time to guard against this.
- b. In this same context: Clearly defined procedures are needed enabling the district to rid itself of an unsatisfactory student teacher before the long internship is over.

2. Course Requirements:

- a. Undergraduate programs should require at least 3/4 of the time and credits to be spent on substantive liberal arts and science courses, not "methods" courses.
- b. Therefore, the internship year should be a fifth year in order not to detract from solid education as distinct from "methods/jargon".

Members of the Commission to Study October 16, 1980
Teacher Preparation Programs in
New Jersey

- c. In the same vein: The semester of study of behavioral sciences must be under the auspices of regular and rigorous psychology, child development, sociology departments and not taught by "education" departments.

3. Academic Standards:

- a. Surely it is not too much to expect that teacher candidates will have maintained a minimum 3.0 (B) in their first two years!
- b. Something a good deal more rigorous than the New Jersey Basic Skills Test is needed as an assessment tool.

Post Graduate Programs:

1. Curriculum:

- a. As on the undergraduate level the majority of time and credits should be spent on substantive course disciplines at a true graduate level, not in education courses.
- b. What is required for faculty in these programs is not "knowledge or awareness of innovative techniques", etc., but intellect and scholarship!

2. Professional Certificate:

- a. Final professional certification should follow three rather than two years of post MA employment.

3. Equivalency Routes to Certification:

- a. More careful consideration should be given to alternate routes to certification monitored by outside panels. (This last caveat to avoid making the entire process an ingrown union shop.) We may otherwise miss the chance to draw into teaching a number of gifted second careerists who would have much to give to our educational system.

The Nutley Board is increasingly directing recruitment efforts toward graduates of solid liberal arts colleges and universities rather than the state schools. We are, in short, opting for substantive knowledge and culture in our teachers over sterile methodology. The plain truth

Members of the Commission to Study
Teacher Preparation Programs in New
Jersey

October 16, 1980

is that generations of professional teacher preparation programs have turned out woefully under-educated teachers. Of what use is it that they be experts in "how" to teach, when they have nothing at all to convey? This, we feel, should be the crux of your effort to upgrade programs. And in this same context, you must address yourselves to raising standards for the faculty of the state colleges as well as for the students.

Sincerely yours,

MEMBERS OF THE NUTLEY BOARD
OF EDUCATION

Louis F. Williams, President
Mrs. Ann Rabinowitz, Vice-President
Mrs. Marilyn Wightman
Douglas Eisenfelder
Gerard Restaino
Mrs. Jacqueline Imhoff
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Frank V. Tangorra

AR:md

