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

Held:
October 7, 1980
Concert Hall
Wilson Building
Glassboro State College
Glassboro, New Jersey

MEMBERS OF COMMISSION PRESENT:

John V. Johnson, Chairman
William Dynan
T. Edward Hollander
Carolyn Holmes
Frederick J. McDonald

MEMBERS OF STAFF PRESENT:

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

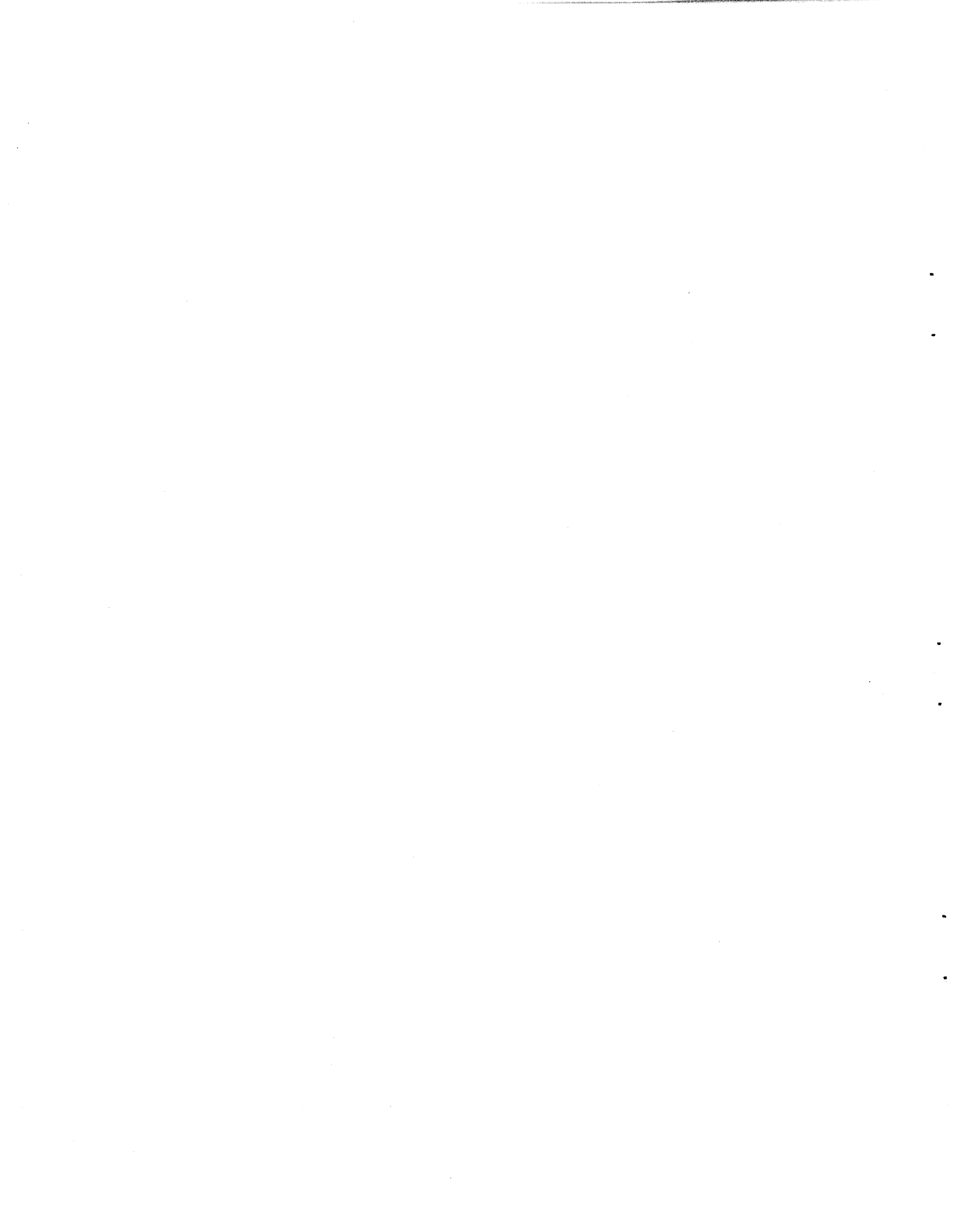
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JOHN V. JOHNSON (Chairman): I would like to welcome you at this time to the second of three hearings of the Commission to Study Teacher Preparation Programs.

Our procedure will be to ask those who are going to testify today to come to the stage and be seated to my left at the end of the stage. If you have written copies of your statement, before proceeding to the stage, we would appreciate it if you would give them to Staff Person Deena Sadat, who is sitting to my left down in the corner here.

At this time, I would welcome Dr. Leonard Williams from the Inter College Council for Professional Laboratory Experiences in Education.

D R. L E O N A R D W I L L I A M S: First, if I might, I would like to thank you for allowing us to testify today. I have asked Dr. Robert Gerke, who is Secretary of the Inter College Council, to join me in testifying, partially because I represent an independent college and he represents one of the State Colleges and can bring some different points of view.

Secondly, we do not have a written statement to give to you at this point. We will prepare that. Our group met for its first meeting last Friday. So, at that point, we were gathering information from all of the members and we will try to speak to their concerns.

Let me give you just a little background on the group for those who may not be familiar with it. The Inter College Council for Laboratory Experiences in Professional Education is a statewide organization composed of college and university personnel who are charged with designing and administering the educational field experiences which are an integral part of the preparatory programs for all future teachers in the State of New Jersey. The ICC was formed over 20 years ago on an informal basis by the then Directors of Student Teaching. There is a representative from every college and university in New Jersey that is preparing teachers, both public and private. The ICC also includes representatives from the New Jersey Elementary School Principals Association, the New Jersey Secondary Principals Association, New Jersey School Administrators, New Jersey School Boards Association, and Bureau of Teacher Education Academic Credentials.

The ICC was intimately involved with the preparation of the document called, "Learning to Teach," which was, as I am sure you all know by now, published in 1969. We are concerned with the field experience component of teacher preparation programs. So, we will limit our comments to that section of the document. As all of the previous testifiers I am sure have done, I must congratulate the group on a very ambitious document. You have covered the whole gamut of teacher preparation and have certainly gotten teacher educators throughout the State thinking and reading and reacting.

Concerns of our group focused primarily in two areas. One was a concern that the document might be too specific and possibly too rigid in terms of statements regarding the field experience component. As I mentioned, "The Learning to Teach Document" certainly endorses early and extensive field experiences; and, in talking with the group last week, we feel that we have, in fact, already implemented the thrust of this document in the area of field experiences. I know at Monmouth College I can say really without reservation that we are exposing our students to a series of experiences from the freshman year forward.

However, there is concern that while the field experiences are important, there is no one actual right way to do it. We, at Monmouth, for instance, along with our people at all of the other colleges preparing teachers, are involved in a constant

evaluation and review of our programs to find better ways.

I must demur from the statement on page 4 that says, "The principal and, in many instances, only form of practical experience prior to employment is student teaching." I do not feel that that is a justified statement in 1980. In 1970, it might have been. But I do not feel that this is the case today.

Another area that the Commission has discussed is changes in the funding formula, which certainly the colleges are always concerned about, and I will be asking Dr. Gerke to comment a little further on, as you and the people in the colleges are very concerned with the dollars and cents aspect of any proposals that are made. Being from a private institution, I only hope that some accommodation will be made in financial aid, if in fact recommendations of this proposal are implemented.

The general item, as I guess so often happens - you mention on 14 and 15 sort of general guidelines for the practice experience and I think that we can all concur wholeheartedly in the thrust of these guidelines. The concerns come, as so often happens, when we get to talking about the specifics; and the specifics are included in Standards I through VII on pages 26 through 30. Let me speak to some of those.

Standard I refers to a pre-admission field experience course prior to formal admission at the beginning of the junior year. We again concur in principle that there needs to be screening before formal admission to an education program. However, the standard as written poses insurmountable problems when you are dealing with transfer students whom you do not see until the onset of their junior year. So, at this stage, I would recommend that you avoid statements, such as, "at the beginning of the junior year," and later on there is a mention made about an experience during the sophomore year. These are the kinds of statements that interject a rigidity that I think we will find difficult to work with.

There also was a recommendation from our group for a total deletion of C2, on page 26, which calls for at least two different types of experiences or, at least, two different types of schools for this pre-admission field experience. This gets into another area that I have asked Dr. Gerke to comment on; and, that is, the difficulty of multiple placements for students. There is some resistance already from public schools in terms of the numbers of requests we are making of them for placement of student teachers and pre-teaching field experience students.

Another example of a statement that I think will cause considerable difficulty is in Standard II where the sentence reads, "This experience shall require that the candidate spend 180 hours in a school classroom." This harkens back to a period of over ten years ago when there was some specific number of hours listed in the State certification standards. I don't know whether the Commission intended to say a minimum of 180 hours. That certainly would be a goal that we are working toward.

Another question of interpretation that I don't know whether you have worked out or not has to do with "equivalent of two semesters." Does that include the course work? For instance, our program at Monmouth integrates field experience with the methodology courses. In our particular instance, we do this in a one semester block experience. I can see some advantage to spreading it over two semesters. On the other hand, I can see some advantage to holding it to a one semester experience. I am sure that the Directors of Student Teaching and I believe the other members of the profession, would much prefer more general guidelines. Again, in a number of instances, the Commission has used the term "guidelines" and has made specific statements that they do not intend to specify rigid programs.

The standard regarding student teachers I believe is certainly appropriate. And I believe that almost all of the colleges in New Jersey are already complying with that.

Under the rationale here, you mention an integration of methodology courses into the field experience component. I wonder whether that statement wasn't intended for the previous standard regarding the junior field experiences. Certainly, we would expect that students, except in extraordinary instances, would have completed all of their methods courses before their student teaching experience.

Standard IV, regarding supervision, we certainly concur that it is a joint effort on the part of public schools and the college personnel.

Standard Number V on selection of school personnel, I believe may prove to be somewhat unmanageable again by mandating involvement of certain individuals. The system, from my own experience and the experience of my colleagues, has worked quite well on a sometimes less formal basis. The last sentence on that page says: "The state should provide subsidies for receiving schools. . ." I hope at some point that statement will be changed from a "should" because it certainly will make a big difference in how the program works out.

Standard VI, regarding supervisory load, is probably the one standard that brought the crowd to its feet at our meeting. It involves a tremendous change in terms of financial needs. Again, I will ask Dr. Gerke to comment on that. It is admirable in its intent. I suggest, however, that the statement, "Each student teacher must be visited at least once a week by the college supervisor," is too rigid. Certainly, in many instances, this is appropriate. However, it is not the kind of thing that I would hope to see in legislation because sometimes students do not need to be seen once a week. Sometimes they need to be seen two or three times a week. More appropriate, might be a statement regarding guidelines for the number of visits that should be made during a semester rather than indicating the intervals between them.

Also in here is a phrase that I think needs to be clarified or was unclear to us - "teaching supervisor." I am assuming that that means a public school teacher. The term that we have been using quite consistently amongst ourselves has been the term "cooperating teacher." Certainly that is a term you may want to us. But somewhere they need to be defined as to what some of these terms mean.

The last standard, qualifications of college faculty, again is one that the Directors of Student Teaching heartily endorse. I hope that somewhere there will be some encouragement for more frequent arrangements between colleges and public schools to facilitate the closer involvement of college people with public schools. It is certainly an appropriate guideline and goal.

MR. JOHNSON: Dr. Williams, mindful of time, I was wondering if at this point you have any definitive recommendations you would like to make to the Commission. You did open your comments by saying that they would be forthcoming after your meeting.

DR. WILLIAMS: Yes. I have no other specifics. Dr. Gerke, might want ---

MR. JOHNSON: Briefly, Dr. Gerke, if you want to make a comment on something, we would like to hear it.

D R. R O B E R T G E R K E: Yes, on terminology. We think, at least for our section, there is a need for you to define your terms. In Standard IV and in Standard VI, you use different words to mean, I believe, the cooperating teacher. At one point, you call them supervising teachers and the next point you call them

supervisors, and the next point you call them school supervisors. So, I think there is a need to make the term very clear as to what you mean. And some of the other terminology in that first section - college supervisor - keep it consistent throughout.

We have mentioned impact upon school districts. We think there needs to be something in there that will do more than just say that we will use the school district, getting the cooperation of the school districts to take these extra students. We find it difficult now sometimes to place our students in the student teaching experience, especially when you get into an area of specialization like art where they may only have one art teacher in a district and you have twenty art teachers you are trying to find student teaching placements for. It spreads them out in a diversity of school districts.

You also have mentioned field base work in connection with the junior experience. We are wondering again, with this cooperation of the school districts, are they going to be willing to provide us with a location within the school district to conduct these field-based courses? We are assuming a professor would go out into the field and give instruction.

Also, last year I gave a plan to you that Texas is implementing from a state level. I was talking to them just last week. The plan is still in place. The state is subsidizing school districts for the student teaching experience. It is still funded by the state and they are trying to increase the funding this year.

MR. JOHNSON: Are there any questions from members of the Commission?

MR. MC DONALD: Mr. Williams said that Mr. Gerke was going to make some comments about the supervisory load.

DR. GERKE: Yes, we took a brief survey on Friday of the Directors that were at the meeting. There were only three that were missing from all the colleges. It runs somewhere - it would be two and one-half to three times the number of present supervisors if you go on a ten-to-one ratio, to give you an idea of the extra need for supervisors.

By the way, you are right on target if you read the recent issue of Kappan Magazine. They recommend a ten-to-one ratio for the field experience for the supervisor of the college.

MR. DYNAN: Perhaps as a little clarification, on page 28 you were discussing methods courses during the student teaching period of time, I think what we had in mind when we wrote that was to have methods courses that would be concomitant with the student teaching; and it is being done in several colleges in the State where they actually have the methodology teachers going out to work with the student teachers while they are working. This is, I think, what we had in mind.

DR. GERKE: As Dr. William has indicated, I think most of us try to get the methodology completed before they go out to student teaching.

MR. DYNAN: We thought it was important to get it done during and before perhaps.

MR. JOHNSON: Are there any other questions? (No questions.)

Thank you very much.

I will invite at this time Dr. Mark Chamberlain, who is the President of Glassboro State College.

As Dr. Chamberlain is coming forward, I would like to say a word about our agenda today. We are planning to hold this hearing until one o'clock. At that time we are going to be adjourning for an hour's lunchtime. We are running half an hour behind in terms of just starting. We are encouraging persons who are

testifying to try to limit their testimony to fifteen minutes.

That being said, Dr. Chamberlain, we welcome you and we want to thank you very much for your hospitality in welcoming us here today.

D R. M A R K M. C H A M B E R L A I N: I am delighted that you have come down to Glassboro. We are well located and, of course, you do understand that we have had a long history and a very deep and comprehensive involvement in teacher education. So, it is only fitting that you should be here.

I will not read my statement to you. Let me summarize and hope that we can move the hearing along in a rapid fashion.

My name is Mark Chamberlain. I am President of Glassboro State College. To avoid any confusion, let me indicate that today I am talking as the chief executive officer of the college. By no means do I represent consensus of the college community as I am sure you will learn across the day.

I am a member of the Board of Examiners, but I do not speak for them. I am a member of the Council of State Colleges and I do not speak for them. I do speak as President of this college and I am also a father who has had children in both public and private institutions in the K-12 programs here in the State of New Jersey.

I will look both positively and negatively at some of these recommendations. I very strongly support this concept of extensive pre-service and practical experience; and, certainly, this experience should begin before formal admission to the teacher education programs. I have some problems with the limit of ten students per college supervisor, not in terms of the concept of having the intense supervision, but simply from budgetary terms. This will almost double the number of people that we must involve in the supervisory capacity. This may be well and good, but the question now comes: Where are the resources coming from to provide this type of intense, and I believe much needed, supervision for our students?

The Commission has made a very strong recommendation that there shall be 50 credit hours in General Education. We are in the process now on this campus of examining our General Education program. We have dealt extensively with numbers and I have no problems with 50. You can argue that 30 is too few, 45 is what we have got, 60 would be half a normal program; and if you come down with 50, that is as good a number as any that I can come up with.

However, I do object to the mandated 1/3-1/3-1/3 split among the traditional divisions of knowledge. First, I believe that this type of mandate interferes rather seriously with the prerogatives and prerequisites of a college faculty in defining a General Education program which they in their professional judgment believe to be appropriate to meet the institution's definition of aims for a General Education.

Now, it is not that we should ignore any of those divisions, but the relative weighting, I think, is something that is best left to a college faculty and not mandated.

I also would suggest that the complete emphasis on the traditional Liberal Arts is perhaps too restrictive. If, indeed, one of the aims of General Education is to prepare people to live in a very real world, I can think of several other areas - technology, practice of management, etc. - that would be appropriate within a General Education model. They are not technically or vocationally oriented courses, but rather part and parcel of the new disciplines that are reflected in need in this world today.

I have a problem too in your requirement of some 30 to 32 hours in a non-educational discipline. Whether this be a formal, although we would term it a light major, or simply a collection of courses which are oriented within a particular

approach, is not clear from the document itself. But I would suggest that adding that on to the already existing requirements of 50 hours in General Education plus whatever credit hour requirements are necessary to meet your experiential goals is going to push the total number of credits up into the neighborhood of 130 to 140 plus if you add everything in. My question really is: Is that not a bit much in terms of requirements for a pre-service program? I may have misunderstood, but I think that at least some clarification in this matter is required.

Your academic standards approach, I think is very good. I would strongly support it. I am particularly interested in the concept of a comprehensive examination as a condition of graduation. I am not only interested in it for teacher education but also for all students before graduation from this institution.

The two-tier licensing recommendation is good. That, I like. I think that it is also a solid recommendation that the certificates must be earned within the approved program concept rather than through any smorgasbord approach that accumulates credits here, there and someplace else, and then certification follows in this merit-badge accumulation process. So, the Commission's arguments there I think are very well taken. I do have some problems, however, with the design of what is going to happen between the initial and the professional certification, the interim period. I have no problems with the idea of a Master's degree, but I think that that is a limiting thing. There are many other educationally sound ways of attaining the goals which this Commission has lined up, without the single requirement of a Master's degree or the external degree program.

Now, the Chancellor down there may not agree with me on this, but that is all right. We don't always agree on everything. We can argue this one out and I think, indeed, we ought to argue out much more extensively the nature of the educational experience that occurs during this interim period. I do not sense consensus on this and it does deserve, I believe, appreciably greater thought than the Commission's document, at least, would indicate.

There is another problem in there, because not only are there needs within the schools for competent instructional personnel, but we also have needs for both administrative personnel and for those people holding the Educational Specialist certifications. If I interpret the general thrust of the document, the professional certification and the initial certification would both be within the instructional field. If that is true, then I have some very difficult problems in dealing with the add-ons of Administrative and Educational Specialists which go beyond the instructional. I visualize in some of my wilder imaginings that an individual might take as many as twelve years, starting from matriculation as a freshman to one of our colleges to the time when they receive a Supervisor or Reading Specialist or some other of the advanced certifications. That is, in fact, a long time for any student. Comparable with perhaps the educational experience or time for an education, it is more than lawyers and as much as physicians.

The suggestion that I would make is that, again, some modifications be permitted within this interim period so that either the academic work could be counted simultaneously towards the professional certification and towards the advanced certifications, or that we should permit the individual to move ahead with advanced certification after the initial certification has been obtained. These are possibilities. I would suggest the counting in two different ways as the appropriate approach.

Finally, I think that I have the most severe problems with the area that is called governance. The change in the membership and role of the Board of Examiners

is reasonable; even though that would eliminate college presidents from the Board, that is not all that serious a problem. On the other hand, we do have problems - at least, I have problems - in terms of the evaluations and approvals for the programs. We have been here on this campus evaluated and prodded and poked and peered at five or six times in the last decade. Each time everything comes through fine. But the expenditure in time and energy to get this job done is indeed extraordinary. I just don't believe further that in any five-year period all teacher certification programs in New Jersey can be subject to the careful evaluation envisioned by this Commission. There are simply not enough resources - time resources of faculty and staff are most critical - that would be available to do this. We are not even going to talk about, at this point, the dollar resources necessary to bring the consultants in to handle everything from pencils, papers and secretarial time on through the other necessary expenses associated with the evaluation process.

I have also had experience with the Department and Board of Higher Education in their evaluative and approval processes. These are very careful, very thorough, and very time-consuming. When I begin to imagine a process controlled jointly by two departments of State government, the very thought rather makes even as experienced a bureaucrat as I blanch.

The resources problem is very real. My estimate is that if we were to implement the entire set of recommendations in terms of evaluation that I would be assigning four equivalents of full-time faculty and four or five staff equivalents to this process. This is not four or five people, but rather the equivalent of their working time. And this must be a continuing and ongoing process: self-studies, data acquisition, analysis, writing, again and again and again. I have no problems with the concept. It is simply a matter that ultimately the college is going to be asked to do the job and I am really raising a feasibility problem, not a conceptual one.

The costs are very real of the total Commission's recommendations, evaluation included. Many, I am sure, are well worth the cost because of the benefits that will accrue. But I would suggest that the implementation of these recommendations is not going to be done cheaply. There will be extensive costs - and they are not simply out-of-pocket costs. They are costs for the faculty time, staff time, and energy. We have here on this campus a program of distinction in teacher education that we call the EPIC program. It has been in operation now for two and one-half years. It has been evaluated. It is doing its job and doing it very well. However, there is a tremendous cost in terms of faculty time and commitment, dollar resources that must be put in, and we are still in the learning process. Although this particular program is so congruent with the recommendations of this Commission that it looks like we had a bit of hand in writing the Commission's work, it is still, we would point out, difficult of implementation; and to extend this across the State is going to require a massive allocation and reallocation of resources.

Please, I don't want you to consider my comments here as being negative. By and large, I am supportive of the recommendations of this Commission. Implementation is going to be difficult. I would hope that you would examine some of these particulars, those that I have pointed out and those that you will hear from others today, with the viewpoint not only of what is best but also what can be done, and within what particular timeframe can all this be accomplished. I think you have set a very ambitious task upon all of us and I would simply ask that you reexamine the feasibility of what you have charged us to do.

(See written statement submitted by Dr. Chamberlain beginning on page 1X.)

MR. JOHNSON: Thank you, Dr. Chamberlain.

Are there any questions?

DR. HOLLANDER: I have some, but I will defer to other members of the Commission.

MR. MC DONALD: I have a question. You talked about costs and I am not clear which kind you are talking about or whether you are emphasizing both kinds. First, is the cost of the evaluation, which was the first cost you referred to in your document. I think those costs are based on the assumption that the new evaluation process will pretty much follow the model of the old one where you have to generate enormous amounts of data, etc. Is that correct?

DR. CHAMBERLAIN: That is, indeed, the assumption.

MR. MC DONALD: The second question is the one that really concerns me. I am referring to what you are talking about on page 6. There, it seems to me, you are beginning to talk about the costs of implementing the new program. Here is the problem I have: You have a program that already comes close to or perhaps meets all the standards. I have trouble seeing how it is going to cost you more money to implement the program if you are already meeting the standards. I say that, not to challenge you, because I think the Commission's thinking is that there are colleges which are now quite capable of meeting these standards; therefore, they will not have great costs in doing so. Am I missing something about the costs?

DR. CHAMBERLAIN: We have this program of distinction, the EPIC program, which is basically a research and development program, working in teacher education, trying to devise the best ways of dealing with the new knowledge that is coming forth and how best to educate our pre-service and in-service people for the public schools. We have been utilizing what we term "above formula funding," of special program improvement moneys, to support this R and D effort. We are going to have to incorporate that into our total program. But this is now a phased operation and one that will take an appreciable amount of time to accomplish. So the R and D work leads the rest of the programs and we are putting extra money into this R and D process. We are also putting extensive amounts of faculty time and commitment into that program.

Now, we are well along in our concepts and in our implementation towards knowing what we have to do. But the translation of all of this into the broad program is going to require expense, and so also, I am sure, will other institutions in the State have to tool up and do a lot of the things that we have found to be so expensive to do, as they implement their own programs. It is not a simple matter of saying, "All right, we have an approved program. Therefore, there are no additional expenses." To meet the spirit as well as the letter of your requirements is going to be an expensive proposition.

MR. JOHNSON: Dr. Holmes.

DR. HOLMES: Doctors Gerke and Williams in their statements stated that they thought in terms of the same point that you have made on page 1, item 1, that a limit of ten students per college supervisor would be additional expense. I think the estimate that they used was that in most cases the supervisors would increase in number by two and one-half times the current number. Do you agree with that projection in terms of increased numbers?

DR. CHAMBERLAIN: Two assumptions - the first assumption is that we have a constant number of students who are going to be in these programs and the second

assumption, of course, is that whatever changes occur can be, in fact, negotiated properly with the bargaining agent of record because this is a term and condition of employment and is incorporated into the contract with the teaching faculty. I think this is something that has to be considered.

Your estimates of two and one-half times I think is a bit long. We now talk twenty-two students per supervisor. But it is within the two to two and one-half ballpark.

DR. HOLLANDER: Could you elaborate on that, Mark? When you say there is one faculty member doing supervision of twenty-two students, does that mean that faculty member is full time engaged with twenty-two students and that is the faculty member's total workload for that semester?

DR. CHAMBERLAIN: Without complete reference to the contract, my understanding is that the twenty-two students represent a faculty's workload per semester.

I would really honestly, Ted, have to check that to be doubly sure.

MR. DYNAN: Perhaps we ought to hold this question for the Dean who is going to speak.

DR. CHAMBERLAIN: I think that would be more appropriate.

DR. HOLLANDER: Okay, I'll do that.

MR. JOHNSON: Any other questions?

DR. HOLLANDER: I have several questions.

Mark, let me first say I thought your statement was a thoughtful one. Your statements always are and I appreciate your coming before the Commission because I do consider Glassboro to have one of the best teacher education programs with the deepest commitment to teacher education of any of our institutions in the State. So I take your comments, I guess, with a greater degree of seriousness than I would at some other campuses because of your commitment.

I would like to explore with you a little bit your questions on graduate work. You suggest that there might be other experiences that would be more suitable for permanent certification than a graduate program in teacher education. I wonder if you could elaborate on the kinds of experiences you think might be more appropriate for students.

DR. CHAMBERLAIN: Yes. I think a great deal of what is now going on in the so-called in-service type of education is very significant in adding to the professional competency of faculty. This is not readily incorporated within the credit-hour Master's degree program, which is clearly implied in the proposals here. I think that a mix between formal course work, in-service, workshop seminars, and other such approaches to learning is probably as valid a way of increasing the professional competency of K-12 faculty as the simple "let's put them all in a particular graduate program and move them through."

I think I am looking at both flexibility in terms of the way in which education is delivered and I am also looking at flexibility in terms of the type of program which can be tailored to meet the needs of the individual faculty member in his or her development. And I don't see the standard Master's level program as necessarily meeting those two criteria. It is probably the way that most people will go. But I think that the option for some more specifically tailored programs ought to obtain. I am not convinced that the simple statement that an external degree program is also permitted is going to carry that sort of flexibility as a concept into what goes on at college campuses in education for this particular

interim period.

DR. HOLLANDER: Could I refer you to page 44 of the report, which under Standard V defines the minimum common body of professional knowledge that ought to be offered in a graduate program in teacher education. Let me read it so it is clear to those in the audience who may not have copies. "A. Historical and philosophical foundations of education; B. Evaluation, assessment, and research; C. Advanced theory of curriculum and methodology; and D. Educational governance and organization." Would you consider these four areas to be the minimum areas that a person receiving a permanent certificate in teaching ought to have beyond the baccalaureate degree?

DR. CHAMBERLAIN: Let's say that I would consider them to be certainly necessary if anyone were to claim professional knowledge of a subject area. I am a little vague in terms of my reaction. Evaluation, assessment and research - evaluation assessment and research of what are we talking about? Are we talking evaluation and assessment in a classroom situation? Here the terms, themselves, are so broad that we can make a variety of interpretations. If you give me my interpretations, then I can agree with you without any difficulty.

DR. HOLLANDER: I will give you your interpretations. I will give your faculty their interpretations.

Could I then ask, why would it not be possible for Glassboro State College to define a Master's degree or its equivalent as a combination of formal or informal course work covering these four areas together with such in-service experiences that your faculty felt constituted valid work, together with such experiential knowledge that your faculty felt they could accept, and incorporate this within an innovative Master's degree that would satisfy the requirements for permanent certification? Wouldn't that be an appropriate function of this institution?

DR. CHAMBERLAIN: I have such confidence in my faculty and in the people who work in the administrative part of this program that I can say, yes, without hesitation. That is within the capability of our people to accomplish and to accomplish it well. But I would also point out, not within a five-year period, counting the R & D necessary to do this and the approval processes which are being laid out here. Give us that type of charge and challenge and we will give you the best in the State. But give us some time to do the job and do it well.

DR. HOLLANDER: So that you probably could live, or your faculty could live, with these recommendations with respect to Baccalaureate and Master's degrees if you had sufficient time to develop the kind of program that you have just interpreted to be consistent with the report.

DR. CHAMBERLAIN: Ted, yes, we can do the job. There is no question that we can do it. But don't underestimate the magnitude ---

DR. HOLLANDER: --- of the cost.

DR. CHAMBERLAIN: --- or the cost of getting that job done. I guess my concern is - I know our people here and I don't have any problems - when I look at a general statement that says Master's degree and know that Master's programs vary in terms of intensity, content and quality. Some are so highly structured that there is no flexibility. Others are so flexible that they go nowhere. I really would like the opportunity within the Commission's framework to see things spelled out so that we avoid the tight, inflexible program as well as avoiding the mishmash of nothing, all under the general label of a Master's degree.

DR. HOLLANDER: On the question of evaluation, was the EPIC program evaluated?

DR. CHAMBERLAIN: The EPIC program has received its two-year evaluation. We brought our initial consultants back. They looked at it. They said, okay, what did you intend to do, how far down the road have you come in doing this? They have submitted a report to our people, to me and to our Board, that, in fact, evaluates and assesses our progress towards attaining our goals in that program. That assessment, I would also point out, was a very positive one. But it was also an honest one. They said, okay, you were good here, you didn't do so well over there, and here's where you ought to be going next in our judgment. We got some very tough comments that came back that we have considered and we are moving out again on the basis of that evaluation assessment.

DR. HOLLANDER: Did you find that assessment useful in terms of the cost and time it took?

DR. CHAMBERLAIN: There is no doubt in my mind that it was a very useful process and the results, because we had some top-flight people in there, I thought were very good.

DR. HOLLANDER: Why do you then think that a joint assessment of the Department of Education and the Department of Higher Education would not use an approach similar to the approach they used in that: namely, ask the institution to identify the best people they could; provide the guidelines, as our staff did working with your staff on the EPIC program; and then permit the institution to have that assessment accomplished in a way which is constructive, advisory and supportive, essentially, of the institution's mission?

DR. CHAMBERLAIN: Fine, except that my memory goes back to the time when each one of our graduate programs was being evaluated and assessed and the tremendous amount of time and energy spent in gathering of data, bringing consultants in, getting their reports, and then fighting back up through both your bureaucracy and mine to find the whole thing come to naught - not quite to naught, to change the funding ratios in some of the programs. But it was a tremendous amount of time and energy spread over a long period of time for very little gain. We built a heck of a large porch for an awful small meeting house.

DR. HOLLANDER: Is it the five-year program that you find troublesome? If that were eight, nine or ten years, would that solve the problem? Is it the time or is it the process or is it ---

DR. CHAMBERLAIN: I think it is the process.

DR. HOLLANDER: --- or is it the sponsorship?

DR. CHAMBERLAIN: Again, perhaps I have been a bureaucrat too long. But when I see two agencies ---

DR. HOLLANDER: --- get along as well as the Commissioner of Education.

DR. CHAMBERLAIN: You said it; I didn't. (Continuing) --- trying to come down with a common set of guidelines and knowing the bureaucratic processes by which guidelines tend to expand to fill whatever time is set and whatever amount of paper which is to be used, I simply cannot be sanguine that an accelerated process is going to come through. Perhaps in the first go-around, it might be relatively neat. But then, with subsequent go-arounds when we find a problem area here that we didn't catch the last time, those guidelines grow and grow and grow until they become a book that thick. And, at that point, I simply throw up my hands and say, we have been caught again in our own web. That bothers me. That really does.

DR. HOLLANDER: I think it is a justifiable concern. I would only point out that there is some precedent. The Department of Higher Education and the

Department of Education are now engaged in an assessment that has been mandated upon us by the federal government of vocational-educational programs offered by post-secondary institutions in the State; and there has been, I think, a good coming together on a simple set of guidelines that the institutions tend to find useful and helpful. I guess I am hopeful that if this process does get implemented, there will be the use of a single process rather than separate processes by both departments which could have conflicting goals and conflicting data requirements. I would find that probably more onerous.

The issue really is, how can one simplify the process so it is most constructive, as distinguished from a process that is bureaucratic and too time-consuming and too costly, and doesn't yield results. That is a justifiable concern, I think, and I think you are right to raise it and I think this Commission needs to respond to it.

MR. MC DONALD: I am not quite sure when you are speaking for Glassboro and when you are helping out your colleagues across the State. Let me put my concern this way. In terms of the cost and the time it takes to implement these recommendations, it sounded to me like Glassboro was in an enviable position as far as getting the job done. But as you present what is a reasonable concern on the other side, it sounds to me like you are concerned about what it would take to do it across the State rather than what it would take to do it at Glassboro. That is a critical point in what the Commission is concerned about because those institutions which are the furthestest along the line should have the least trouble doing this. They will then become sort of representatives of models or leaders in the process.

Other institutions are justifiably going to have a difficult time and they may decide not to do these things. So, I am really not quite sure whether you are saying it is going to be very difficult for Glassboro or whether you are saying if we all have to do it, it is going to be difficult.

DR. CHAMBERLAIN: Let's say that given the resources available to us and the best projection that I can make, assuming no changes in resources that come from the direct work of this Commission, we are going to have a tough time. We are good, but we intend to be better. In order to meet the full thrust of this Commission's recommendations, we are going to have to make changes. We are going to have to increase the number of people who are in the teacher education programs in that supervisory area.

Now, that is still going to be a real cost to this institution. Looking at the sorts of budgets that we have attained in the last two years, I am hesitant. Even an extra \$1.25 can be a serious problem to us at this particular point in the fiscal life of this institution.

As far as other institutions, I am aware that some will have more problems than others. And, if you will pardon a rather calloused view, either people are going to have to make the commitment to quality in teacher education or they ought to get out of the business. I have no problems with that whatsoever. So, I think in your considerations you might very well assume that the cost for some institutions will be too high and they, indeed, should then reexamine their own mission and determine whether or not they can set other priorities.

DR. HOLMES: One last comment and question: I am assuming, when you are talking about cost and resources that you have mentioned in your document, that you are assuming that as of tomorrow if your program was all of a sudden unapproved and you would be given five years to go through what would be necessary to have

your program in an approvable format according to the new guidelines, that you are talking about not just the collection of data, the self-analysis, etc., but, in addition, implementing what has been proposed in this document, all of the pieces that are there, increasing staff, in addition to the other things that you would normally do in getting ready for an evaluation, be it Middle States or what have you. Am I assuming correctly?

DR. CHAMBERLAIN: No, it is a two-pronged thing. Obviously, we are having to look at what we are now doing and demonstrate that what we are doing is quality. That is the accountability area and that is a set of costs coming down one side - agreed.

Implementation is going to present another set of costs. When the two of them come together, obviously the results of assessment now produce new needs which have to be met prospectively. So, they are not completely separated but, for the sake of argument, consider them as two separate pieces.

MR. JOHNSON: Thank you, Dr. Chamberlain, and we want to thank you for your hospitality.

I will now call Janice F. Weaver, Dean of Professional Studies here at Glassboro State College.

J A N I C E F. W E A V E R: Good morning. I am Janice Weaver, Dean of Professional Studies at Glassboro State College. I have given you a copy of my written statement, but I shall not read it, in the interests of time, in its entirety. I shall, however, if I may, come behind the President and try to talk about some of the issues that have been raised at this point.

First, I do want you to convey to your legislative colleagues that we are very appreciative of the program improvement funds which have made it possible for us to do the R&D work that Dr. Chamberlain mentioned. We don't often get a chance to say that to the world at large and certainly not to a legislative group. So, we hope you will give them our appreciation.

Ours is a problem of implementation--and Dr. Chamberlain has been dealing with this this morning--not so much of how much difference as to qualitative difference. One way that I suggest to you, and I am fearful that some institutions may implement the field experience component, is in fact what I would consider the least quality way to do so, and that is to hire adjunct persons at a cheap rate and put them into the field. Philosophically and historically at this college, we have refused to use adjunct personnel for student teaching, except in the direst of circumstances where the need was so high we simply could not get them through. Occasionally, it happens to us in Special Education, but we monitor it very carefully and those persons are adjunct only in the sense that they are part-time faculty and not just a pickup person who is doing one class of student teaching only.

I am very concerned about your desire to do something that is good becoming subverted out of the cost it will mean for institutions. Once again, Glassboro is in a better position than many institutions on behalf of the resources in the faculty itself. Most of our current full-time faculty are certified to teach or have had direct experience in school and we will meet that criteria. The problem is the ration of students to faculty. That will be a substantial increase of faculty load and hours in order to deliver a ten to one ratio of the student teaching experience.

Furthermore, I would point out to you that we have been centering this discussion this morning on the student teaching only. We are talking about other kinds of field experience: early, pre-admission, and all the way through the program. Once again, we have that in place, in one form or another, in every program that we presently have. The difference will be, if we standardize a particular ratio of students to teachers in each of the field experiences in the for years that we presently have, the faculty load time will, in fact, increase and I suggest that that will make it double. This would be difficult to do, but we will try to come up with strategies. For example, I take it, although it is not explicit in the document, that any of the field experience that you suggest is accompanied by theoretical work and concept and things that are important to know when you get into the field. Just simply being in the field, I'm sure, is not what the Commission had in mind. When we do that, that makes the load hours of the faculty even more extensive.

I will not go beyond the comments that I have given you in writing because we have, I think, the graduate coordinator, who has yet to speak to you, and I don't want to continue to repeat to you this morning. I would simply like to say, I believe, sir, that we can devise graduate programs, graduate level experience, with or without the designation of a degree, depending upon what the state and the groups decide the standards should be. I will only tell you my personal experience in the State of Indiana some years back, where the Master's was mandated. Now, granted, it was not mandated in quite the way that you have done it, but I will tell you that

the admissions requirements for graduate programs will go down, de facto, if not in print. That is my only concern about a degree program, whereas other people may choose to study something of interest to them and we do not have to bless them with something that is a little more important called a degree. Thank you.

MR. JOHNSON: If you will wait for a moment, Doctor, there might be some questions or comments. Doctor Hollander?

DR. HOLLANDER: I wonder if I could raise a question I earlier raised with the President. I think he stated that 22 students per semester is a full teaching load for faculty members.

DR. WEAVER: Sir, that is not exactly clear or, I think, not exactly accurate, as we actually live with it. 22 students per one faculty member constitutes a half a faculty load for one quarter at a time. Now, if you take two quarters, you have 44 students for 12 hours of faculty load. That's 22 students, one faculty member for eight weeks, one quarter. That's only six hours for half a faculty load, as 12 hours is a normal faculty load. So, if we put two quarters together, then over the course of the semester or in a professional semester pattern, you have 44 students for a 12 hour load. It is certainly more than 22 for a 12 hour load.

DR. HOLLANDER: That clearly seems to me to be a very high load if one is to accomplish the objectives of the internship that's proposed here.

DR. WEAVER: We support this ratio. Gosh, I wish we could have it. I just do not know, short of a great deal of conversion of time that we presently have in things that I think are equally valuable.

DR. HOLLANDER: But, you really have a one to forty-four ration per semester. So, that's one to eighty-eight for a year.

DR. WEAVER: And, that's a lot of supervisory level. We would love to have that lowered, but we certainly support your idea.

DR. HOLLANDER: Am I correct in comparing that ten to one to what is now an eighty-eight to one?

DR. WEAVER: Well, that's an over-simplification. For a semester, sure, you will have 44 students each quarter. So, each semester, of course, that would be 24 faculty hours.

DR. HOLLANDER: So, it is 20 to 1 compared to 88 to 1.

DR. WEAVER: We think of it as 20 or 22 to 1.

MR. JOHNSON: Are there other questions or comments of Dr. Weaver?
Mr. McDonald?

MR. MCDONALD: I have one very low level question and one kind of speculative question. It's been a long time since I've been able to ask a dean questions. One of the ideas in this suggestion is that the load of supervision, aside from the benefit to the student, which is the primary consideration and ought to take priority before everything else, is that it would help the administration with problems in faculty load, where people are lightening up in some areas and reductions in students and things like that. That is, by some internal arrangements, the faculty load, it ought to be possible to meet this requirement.

DR. WEAVER: If I may, I will try to cite, as I understand it, the implicit tone of the entire document. There is an understanding that, somehow, enrollments will probably be small. I follow, then, this possible scenario in which faculty will have more time to supervise or there will, in fact, be more faculty to supervise because there is going to be that ugly word, surplus of faculty, or additional time available.

We have not experienced that to any great degree. We have pockets, as is the case across the country, in secondary education where the industrial attraction for a mathematics major is so much greater than that for a teacher of education. By the way, I would urge, if you can ever get some type of scholarship going for young people who are smart in math and science, to become teachers, we need them now with the emergency certificates. But, with all of this, Mr. McDonald, this is not our experience, nor do we expect it to be so, if we keep to our mission to do a so-called program of distinction. We do not anticipate, on the one hand, shrinking terribly, but I would also point out that we have shrunk deliberately. We have installed screening procedures and we are using this so that the total number of grants are smaller by our design, as well as whatever the market will bear. I do not believe I can rely on the shifting of faculty loads to meet this.

MR. JOHNSON: Mr. Dynan?

MR. DYNAN: Assuming that the enrollment stays as it is now, I would just like to ask you a practical question. Could this college handle the ten to one ratio, assuming that enrollment stays as it is now?

DR. WEAVER: If we were to keep, and this is just a number that--

MR. DYNAN: What I'm really asking, is that impractical?

DR. WEAVER: It is impractical at the moment in so far as we are able to do all the other components that have laboratory experience. For example, in the reading department, in special education, in elementary or childhood, there are early field experiences that don't show up as field experiences, per se. They are part of a regular course that is on campus part of the time and then out looking and doing the other part. If we kept that up and then tried to do it ten to one in each of those courses, it would be impossible or even a smaller number, fifteen to one, because we take the standard enrollment up to 25 or 35 people and spread that over kinds of minimal field experience. So, what we would like to do is increase the quality of that and have that ratio slightly down, but we could not do it with a ten to one.

MR. DYNAN: Could I ask, as a follow-up to that question, what you would consider as a practical ratio, considering, again, enrollment staying as it is now?

DR. WEAVER: I would certainly say that fifteen would be maximum undesirable. I would love to have ten to one. Don't let me talk you out of that. I would rather talk to the Legislature or someone about some funding. That is a real move forward for progress.

MR. JOHNSON: Dr. Holmes?

DR. HOLMES: Many members of this Commission believe that there is a surplus of teachers and we've got teachers floating around out there and there are a lot of people who are out of work because they are teachers and they can't find employment. Within the last several months, the State Board of Education has identified approximately nine areas of teacher shortage. I would like some indication from you in terms of your programs here on campus where you find that students are not enrolling in programs such as bi-lingual or math sciences.

DR. WEAVER: Well, you've named most of them. The emergency certificate business in South Jersey is quite large now in math and science. We're back to where we were in the 60's with respect to not meeting the turnover need, never mind any news kinds of needs, in the fields of math and science at all grade levels, junior high and high school. The bi-lingual need continues to be critical. I think I've

forgotten the other ones by name, but we certainly know them from our own experience. But, there are eleven, I think, emergency certificates being issued right at this moment in fields largely secondary where the whole thing of not being attracted to teaching and being able to do something else with your physics and science is much, much too competitive for the bad news that teachers have had.

DR. HOLMES: Well, are your enrollments here at the college in those specific areas, are they down?

DR. WEAVER: They are down across the country. They are down, as far as I know, in every institution in the State, at least in the public sector where I talked to the other deans.

MR. MCDONALD: Is that turnover due to increasing jobs or to the practice of some school boards where the teacher organization is relatively weak of turning out people? You mentioned that the turnover rate in teachers has been very stable for a long time and, in fact, it's been going down and as soon as you mentioned turnover rate as a factor affecting shortages, I get suspicious that school boards are turning out teachers at the end of three years and are creating artificial shortages.

DR. WEAVER: I think it is partially what you suggest, but I think it is just partially that there have been so few incentives to become a teacher and, certainly, the press that we've had and the actual realization of what it is like in some high schools in inner cities and so on. It is just not realistic to expect people to use that when they can take their arts and science degree and go where it is more lucrative and certainly much more rewarding and more appreciated.

DR. HOLLANDER: It's fair to say that the opportunities for math majors and science majors today, in technology related jobs, some of the starting salaries are higher than some of our faculty salaries.

DR. WEAVER: That's correct.

DR. HOLLANDER: There are places available where the students are out opting for teacher education.

MR. JOHNSON: Thank you, Dr. Weaver.

DR. WEAVER: Thank you.

MR. JOHNSON: We will now hear from Dr. Karl Kumm, who is the Dean of Instruction at Atlantic County Community College. Joining Dr. Kumm will be Mrs. Joyce Anderson, Chairperson of the Social Science Division.

K A R L K U M M: Mr. Chairman, members of the Commission, my name is Karl Kumm and I the Dean of Instruction of Atlantic Community College and I've asked Mrs. Joyce Anderson to join me today. She is the Chairperson of our Division of Social Sciences and she is in charge of the education program and the education transfer students work through her division.

The preliminary report of the Commission to Study Teacher Preparation Programs in New Jersey has been carefully studied by our president, by the division chairperson, who accompanies me, and by myself. In reviewing the document, we were very supportive of the overall thrust of the document. We think it defines many, many issues that we understand we are being faced with as educators and we are strongly in support of the major thrust of the document.

My comments, I want to address myself particularly as a fellow educator and as the Dean of the Community College and I'm asking Mrs. Anderson to address you in terms of the impacts of some of these on community college programs.

I want to address only one issue and that is standard aid, the general education requirement. You defined rather specifically the general education components of the programs and you suggested the distribution requirements. Your rationales relate to the need for secondary and elementary teachers to have a broad foundation and for their need to relate their disciplines to their major fields. This assumption that general education serves a particular career field is one that I would like to question. From my perspective as an educator, general education is addressed toward the broadest sense of education for each student attending the college. In this particular time that America finds itself in, our society has to define general education in terms of what we need for our citizens to survive into the 21st Century. When we look at the students who sit in front of us in the class, we have to realize that those students will be coming toward retirement in the year 2025 or 2040. That is a considerable span of time into the future. From our perspective, general education is not merely included in a college program to train specialists, but rather, it is the broadest kind of education.

There is a movement across education to rethink general education. We know the Harvard Report in the higher education field. We know in the community colleges that Miami, Dade has put out a very solid report. You heard from Dr. Chamberlain that Glassboro is rethinking general education. At Atlantic Community College, we are also rethinking general education. It is a very important process and it is an important process because it stresses a sense of collegiality. The review process involves each component of the college being consulted and in our college our career faculty, our counselors, our staff and our liberal arts faculty are all working together to give greater meaning to general education. We are a college. We believe in the word, collegian. We mean that to be self-government, to be a partnership and to be respected. Out of this process comes a sense of overall college purpose toward general education. It is, therefore, in this spirit that we offer the recommendation that the distribution requirements be dropped from your recommendations and that you reaffirm that sense of collegiality. It does operate when each institution thinks out general education in its own mind.

I would now like to ask Joyce Anderson to address you.

J O Y C E A N D E R S O N: We offer an Associate in Arts degree in education at Atlantic Community College, as do some of the other community colleges and our students transfer to the four year colleges in the state, as well as out of state. So, we are interested in both the first two years, as described in your report and the total report, since we are preparing students to go out and be good teachers.

I want to speak very positively, as an educator myself, towards your entire report and I am in complete agreement with the overall recommendations. Certainly, the two step certification for teachers, the emphasis on practical field experience from the very beginning is good.

I do want to address several specific areas of your report and raise certain questions, some positive and some I will just leave as questions for you to consider.

On pages 26 and 27, you address in standard 1 that area that will have the most direct impact upon us, the pre-admissions field experience and we certainly support this in almost all of its respects. In fact, we at Atlantic Community College have introduced a practicum, it is a two credit practicum, as an elective because we felt a need for some kind of practical experience in those first two years for

the very two purposes that you have delineated: for the student to find out if he or she belongs in teaching; and for the institution to find out if that person should be encouraged and counseled to transfer to a four year school.

I would note, at the bottom of that page, in C-2, although this is, perhaps, in disagreement with earlier testimony, but I assume that is why we're here, but I particularly noted the variety of settings that you had recommended here when you said that someone should be placed in at least two different types of schools. You did say urban and suburban, but I certainly interpreted that as meaning open classroom and traditional. You know, there are many different types of schools and I would, perhaps, encourage that that be done, if at all possible. Now, there may be some school districts where that is not a possibility and you might have to qualify the language, but the idea of a variety of settings, I think, is right on target, that a person who would be going into teaching should have a chance to experience teaching in a classroom other than a single classroom, in a single school, with a single teacher. We at Atlantic Community College would have no problems in revising or changing what we had begun as an elective into this requirement and I would think that it would be essential that it be in your program and I would hope that it would not be difficult for other schools to incorporate this as well.

The second area I wish to address would be on pages 33 and 34. It deals with standard X, the theoretical studies. Again, I certainly agree with the substance or, I should say, we agree with the substance here that the theoretical studies should include, at least, one semester in the field of behavioral sciences, an area dear to my heart. However, I have some problems, and perhaps it is just a matter of clarification of language. At the end of that first paragraph, you have given a specific term, "a laboratory experience equivalent to one hour of semester credits," three semester credits, I guess. I would hope, in terms of what I am reading on page 34, that the substance of this is that the student will have experience in a practical setting, that the student will have field experience, that we are hoping to incorporate into all those psychology courses that you have listed back there and possibly on 33 a field experience, rather than a specific laboratory experience, which could be taken to mean that the school must have a laboratory in its plant. We are building a laboratory and some of the schools, such as Burlington, have a laboratory. But, I think the substance here is not that. The substance is that they have, for example, in Adolescent Psychology, an experience in one of the agencies in the community that deal with problems of adolescence and I would just ask you, when you review this, that that be clarified.

In addition to what I just said, I think, also, the schools should control the credits here in that a good solid three credit course in abnormal psychology should include some field experience in it so that we don't have to tack on another credit which would then bring it into a four credit course. It would increase the credits and, in the long run, decrease the number of courses you would be having for your students. So, I would encourage you to give the colleges a little freer reign there to meet the substance of what you want, to produce this semester and to make sure that field experience is required in all of your courses.

The last area I wanted to address is broader and I was very happy to see it included in your report. Under Admissions Standards on pages, well, I guess it begins on page 23 and continues to 24. You have some very good positive statements. In fact, I guess the essence of it is, on page 24, "We recommend that particular attention be paid to ethnic and racial composition of the student group in education." As one

of the community colleges, where we have an open admissions policy and we are encouraging all students to be successful at our school through our developmental study support areas. I would hope that we are also included in the next paragraph when you speak of colleges and teacher education. In other words, we feel a very strong responsibility here to make sure that there is a proper or a representative ethnic and racial composition in the student group in education. We see the significance of these teachers as role models and we--I guess what I'm saying is that we accept our role in this process as a transfer program aimed at sending students to the four year colleges in this state and insuring that that composition will come to be.

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

DR. HOLLANDER: I do have to make a comment and that is on the question of collegiality. While I think every faculty has the right to define its requirements for a degree in accordance with whatever standards are established, the Board of Education and the Board of Examiners does have the right to determine what the requirements should be before it is licensed, in practice, professionally, in the profession of teaching. That is their responsibility and their authority. So, while your faculty is free to define whatever distribution requirements you want for your Associate degree, but if you want those to qualify for a license to practice a profession, every professional board in the state has the authority to make those specifications. You may not think they are wise, but they do have the authority.

DR. KUMM: There are, as you say, many specialized accrediting agencies and those specialized accrediting agencies do set up standards with which we have to comply. In reviewing the standards that we have to meet in our institution, in terms of outside accrediting, I believe that many of them set up either objectives or they set up competencies. I'm not aware of any that set up distribution requirements and I think that's a different thing.

DR. HOLLANDER: Well, I think it is different from the licensure in medicine and the protocol as they use it in licensing physicians is fairly specific as to requirements. I think the same is true for nursing. I know the same is true for accountancy. The only point I'm making is that a licensing board--I guess I'm trying to prevent a confusion of collegiality, which is your right to determine what a graduate who gets a degree from your institution should have with the responsibility of the licensing or to specify what the requirements for licensure should be. To the extent that they delegate the licensure authority to a college, they do have the right to specify to the college what the minimum requirements should be for that license.

DR. KUMM: I'm not arguing the basic thrust of their responsibility. What I'm suggesting--

DR. HOLLANDER: You are sympathetic to the collegial concern.

DR. KUMM: I'm concerned about the distinction between distribution and other methods of delivery on general education. I would suggest that there might be a core curriculum that, without getting into so many credits in each, might be a very appropriate delivery system and I would argue that it is your responsibility to set those standards in terms of either objectives or competencies. I am concerned when it gets down to the distribution of credits. I am questioning that issue.

MS. ANDERSON: I just want to add one specific to that, if I may. On page 32, in the social sciences, for example, you are including history in the social sciences and some of the colleges in this state treat history as humanities. I think that is one of the things that Karl means, that we need to have a less stringent specification.

DR. HOLLANDER: I'll vote for humanities anytime.

MS. ANDERSON: Thank you very much.

MR. JOHNSON: Any other questions? Mr. McDonald?

MR. MCDONALD: Ms. Anderson, the intent of the recommendations on that pre-admission standard was--it had several purposes. One was to give students experience so he could make an intelligent choice and second, to have some data for screening. I gather from your statement that you don't foresee any difficulties in providing those kinds of experiences for junior college students.

MS. ANDERSON: I see a great deal of administrative work involved in it. I didn't mean to suggest that it just happen. I do think it is very important and, therefore, it should be done. So, if there are difficulties, we will deal with them and as I suggested with the several settings, I think we should do our best to reach that. It would be far more complicated than what we're doing now and that was the requirement. I did want, also, to add something to this specifically. I think the single most important factor in that experience and the student teaching is the selection of the teacher who will be on site in the school and I thought your report addressed that comprehensively and right on target because six months of student teaching can be worthless if you are placed with someone who is not interested in doing the job properly.

MR. MCDONALD: Would you have any trouble having your credits for these kinds of courses accepted by the state colleges?

MS. ANDERSON: Well, we haven't had any at present because, at present, we were only asked to offer six credits and that's what we've been doing. We offer foundations in American education and education psychology. But, I am assuming that this program would go through at the state level and then, our student transfer would be encouraged. That would be no problem because that would be a requirement that we have the practicum or what it would be called, the field experience in there. Under the present conditions, yes, we would, but I'm looking down the road to this changing, the present transfer qualifications.

MR. JOHNSON: Dr. Holmes?

DR. HOLMES: I don't think it is our intent to change that particular requirement. I don't know if you have really given it any consideration at this time, that only six credits can be transferred into the professional preparation program at the four year college level. That is something that we have not considered at this point.

MS. ANDERSON: That is something that I would suggest would need to be considered because I certainly think that the foundations course is a must and educational psychology, in the first two years, I would consider as a must in that, if you left that until your third year, you would be waiting quite some time until they had that course.

DR. HOLMES: Well, I think we have a problem in that our community colleges are not colleges that have approved teacher education programs. So, there is a conflict here in that we, as a commission, are supporting approved programs for the professional level and, at this point, are not considering that those courses be increased at the community college level beyond the six credits that can be carried into the professional training area. You may offer more, but only six can be accepted.

MR. JOHNSON: We do need to address that.

MR. MCDONALD: Are you limited to only courses that can be transferred or only the six credits that can be transferred?

MS. ANDERSON: I believe it is--

DR. HOLMES: All of the courses may be transferred. However, only six credits may be applied towards the professional certification program.

MR. MCDONALD: So, the student can come to a community college, take this experience, and then the college could either count the credits or not count the credits, but they can use the information from the course to make a decision about admissions?

MS. ANDERSON: Well, the college would, but I would ask your consideration if that really serves the student. Let us assume that the student is going on into education. Then, the student has lost three credits.

MR. MCDONALD: I understand that. I was just trying to think what might be done until such changes could be discussed.

MS. ANDERSON: Well, one way you might deal with it, in our program, it is an Associate Arts program and of course it is approved at the state level in education. You would deal with it and it would be included in the electives, liberal arts electives. I mean, there is plenty of room there and it is a significant issue. I would strongly recommend that that is where it be put.

MR. JOHNSON: Thank you, Mrs. Anderson and Dr. Kumm. I would like to call Shirley O'Day, the Graduate Coordinator for Glassboro.

S H I R L E Y O ' D A Y: I am speaking as Coordinator of Graduate Studies for Glassboro State College and I am also speaking as one of the members of the Dean's and Coordinator's of Graduate Studies for State Colleges for New Jersey.

I would like to discuss only the sections involving post-graduate programs. I do agree, as I think everyone does, that standards of teaching and standards for permanent certification should be and could be raised. I am very supportive of efforts to have better educators all over the United States, as well as New Jersey.

The recommendation I would like to question is the requirement of a Master's degree or its equivalent for the professional certificate. First, what is the equivalent? Who determines what it is? Secondly, and more importantly, the requirement of a Master's degree will greatly expand the present graduate programs in the state.

Now, resources will be needed for program and curriculum development. Additional faculty will be needed and since the FTE's will increase greatly and the college can receive more money from the state, since the budget is determined by FTE's, this should make me and all the other graduate deans and coordinators in the state quite ecstatic, but it doesn't. Making the requirement of a Master's degree for the professional certification will lower the standards of the present Master's degree on this campus and on other campuses in the state. Look at what happened in Indiana, as Dr. Weaver pointed out. Both admissions and graduate requirements had to be lowered and I believe this will also happen here, at Trenton State, at Montclair and all the other ones because of the pressure from school administrators and school teachers. There is a great difference between needing a degree to get a job and needing a degree to keep a job.

What I can support is more along the line of what Pennsylvania and some other states have been doing for years, a policy that requests that a teacher must have successfully completed a selected number of credits, say 24 or 30 credits, or has achieved some approved experiences outside the classroom. I would like to suggest that these courses in a college approved sequence of courses cover the five areas of advanced competencies as noted in Standard IV.

Might I also note that the suggestions you offer as the curriculum for the degree are different on two different pages. What Dr. Hollander read before, when Dr. Chamberlain was here, was the common body of knowledge. Item IV, which I am supporting, is the one that includes the subject of area knowledge.

MR. JOHNSON: What was the number?

MS. O'DAY: Well, unfortunately, I have a summary here, but under -- they are both called Standard IV--I'm sorry, one is Standard V and it is called the Common Body of knowledge.

MR. JOHNSON: That's page 44 in the report.

MS. O'DAY: Then, there is a Standard IV, Professional Teaching Certificate, and there is the area called advanced competencies. Granted there are two different definitions for advanced body of knowledge.

MR. JOHNSON: That's page 52.

MS. O'DAY: Another point I would like to question is the statement that the Master's degree may be from an approved external degree program. How is the word, "approved", defined? The entire graduate external degree situation across the United States is being seriously questioned by almost all national accrediting agencies and, therefore, it surprises me that this Commission would insert this statement in the document.

I would like to question one last point. The teacher education program in this college, as well as the other colleges in the state, has been evaluated by national accreditation teams and state accreditation teams at least once every five years. Why is this Commission suggesting a re-invention of the present, rigorous accreditation process that occurs in the teacher education programs in the state? It is extremely important for New Jersey to constantly explore ways to upgrade the total educational system in the state and the thrust behind the recommendations in this document will do that. The concepts will do that. However, some of the specifics, I believe, are going to cause many problems and I would hope that the Commission will reconsider the requirements of Master's degrees for professional certificates. I would suggest something along the line of advanced work or equivalent in the subject matter area of advanced work would be a much better way to improve that recommendation.

MR. JOHNSON: Are there any questions now of Ms. O'Day?

DR. HOLLANDER: Who controls admissions to your graduate programs?

MS. O'DAY: There is no one person that controls it. It is a sequence of things. There is a program advisor, the department chairperson, the dean of professional studies.

DR. HOLLANDER: Doesn't the faculty define the admissions policy with respect to graduate students?

MS. O'DAY: Yes.

DR. HOLLANDER: Why would they have to--

MS. O'DAY: Approved, however, by the dean, the vice-president and the board of trustees.

DR. HOLLANDER: Why do you have to lower standards if this report's recommendations are adopted?

MS. O'DAY: I believe the pressure from the people out in the schools will force us to lower them.

DR. HOLLANDER: Can't you resist that pressure?

MS. O'DAY: They didn't in Indiana and they couldn't in Indiana.

DR. HOLLANDER: But, this is New Jersey. I don't understand the distinction between not giving the Master's and giving the Master's. If you admit the student to advanced course work in the same class as you would get your Master's students, and that seems to be the practice now, why would the admission of "the students who don't meet the standards" enter the same courses as the students who meet the standards? Would that lead to a deterioration in your standards?

MS. O'DAY: Students may take, in this college, as well as other ones in New Jersey, may take granted courses without being admitted to a program. They must meet certain criteria, like they must have a Bachelor's degree.

DR. HOLLANDER: But, they are sitting in the seats next to graduate students aren't they? They are taking the same course material to gain the same grading system. So, they must all meet the same standards then.

MS. O'DAY: Not to be admitted to the program, no.

DR. HOLLANDER: The only distinction is the students that you would give the degree to, but the course content that the student--

MS. O'DAY: No.

MR. JOHNSON: You can apply for the class without being there.

MS. O'DAY: That's why I would suggest, instead of saying a Master's degree, saying a certain number of graduate or advanced courses, rather than having to force all of the teachers to go through, if they didn't want to, a Master's degree program with the admissions, the comprehensives at the end, the thesis, the projects at the end and so forth.

DR. HOLLANDER: The only distinction, though, between the students that get the graduate degree and those that do not is whether or not they do the thesis.

MS. O'DAY: And the comprehensives.

DR. HOLLANDER: So, what you're saying is, and I believe I'm leading you to this conclusion, for those teachers who can't pass the comprehensives or qualify for graduate degree, we ought to give them a permanent certificate, but only those who we think are good enough. Shouldn't the same standard apply to both? I mean, isn't as important to the student who has a professional certificate to meet that standard, to be able to do the comprehensive and be able to do the thesis, as it is for your own graduates?

MS. O'DAY: For what student?

DR. HOLLANDER: For the kids in the school system, to have only teachers available to them who can meet your standard for comprehensive and your standard for Master's thesis.

MS. O'DAY: I don't believe I understand what you are saying.

DR. HOLLANDER: I guess I'm questioning why there should be a double standard, one for the students who get the graduate degree and the other for the students who can't qualify for the graduate, but you think are good enough to get a permanent professional certificate.

MS. O'DAY: I don't believe a Master's degree is absolutely the thing that has to be for permanent certification. I don't believe that is the answer. I do believe that advanced work is an answer or the equivalent to advanced work, such as a Spanish teacher going to Puerto Rico or Spain or Mexico for the summer, not necessarily under graduate credit.

MR. JOHNSON: Well, I think, again, in terms of the approved program approach, and we're hearing again today the need to expand our definitions. On the

other hand, let me ask you, you are not saying that the graduate degree is too high a standard for teaching, are you?

MS. O'DAY: No, I am not saying that. I am saying that there should be other alternatives.

MR. JOHNSON: There are.

MS. O'DAY: The way you have written it, we have no idea what those alternatives are.

MR. JOHNSON: I think we've been hearing that. Any other questions?

MR. MCDONALD: Why should there be alternatives? It sounds to me like the reason for the alternatives is to make it--and I'll put it like it sounds, not the way you would like to intend it--to make it easier for you to resist the pressure from school administrators to give people degrees.

MS. O'DAY: Our standards, as Dr. Hollander knows, for admission to college has had to be lowered in all the state colleges a few years ago. They just had to be. Now, we're starting to raise those standards. The S.A.T. scores were starting to say, "We want higher S.A.T. scores than we did three years ago." Why should we start to do the same thing with Master's degrees and be forced to lower admissions because of a state mandate that everyone must have a Master's degree?

DR. HOLLANDER: I would just comment that it is the intent of this Commission that the standards be maintained, and even in the past, and not be lowered.

MS. O'DAY: And I agree.

MR. MCDONALD: I have one other question. I am bothered by what I think is a contradiction in what you're saying about broadening what should be included in the degree and, at the same time, objecting to the external degree. I am raising this only because we have a problem that we solve only by using the external degree mechanism. It is very difficult to monitor the quality of courses not given by academic institutions. There are no institutional provisions for doing that at the present time. So that a Master's, just like the Pennsylvania system, they have worked in the direction of trying to improve the monitoring, that is, what's in the courses and how they are given and so on. But, your objection to the external degree, which operates under an institutional system, as recommended, has a way of being monitored, but these other things which you think ought to be part of the education for advanced degrees, there is no way to monitor all the in-service courses in 600 school districts in New Jersey. They may be of variable quality.

MS. O'DAY: There are many external degrees approved by an organization that is not an accrediting organization and all you said was approved external degree. My question was: Who is the approving organization? Will the state Board of Higher Education have a list of who is approved? The external degree situation and what is or is not approved is a very difficult situation right now.

MR. JOHNSON: Any other questions. (No response) Thank you. I will call, at this time, Marion Nester, a teacher from the North Burlington Regional High School.

M A R I O N N E S T E R: Although the Newman Report is written with generalizations, I would like to confine my comments dealing with those areas dealing with teacher preparation.

I disagree with many of the contentions set forth in this report, especially the ones that state that most of the teachers in New Jersey are dissatisfied with

the practical aspects of the teacher preparation. This statement applies to the state-wide survey that was taken. If so, it was a well kept secret. No one that I know in the 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 with at Cook College. I fervently believe that I was sufficiently prepared for the tasks encountered when I began teaching science at Northern Burlington County Regional High School back in September of 1976. Under the direction of Dr. Arthur Edwards and Dr. William Smith, I was able to teaching observations. I studied various teaching techniques, helped instruct working science teachers in the SCIS program, which is a K through 12, hands on, inquiry approach science program, and student teaching in a 648 classroom called Thunder Mountain. By working with Doctors Edwards and Smith in trailers--

DR. HOLLANDER: What college is that?

MS. NESTER: Cook College. By working with Doctors Edwards and Smith in the trailers which the educational students refurbished at the Occupational Resource Center, we were able to see first-hand and observe two incredibly talented professionals develop a highly personalized and individualized program of education instruction. At this writing, Cook College is responsible for certifying 50% of all working, employed science teachers in the state, as well as 100% of all 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 I obtained through Cook's program.

I don't think it is fair to assume that Cook College has poor quality instruction as provided by the Newman Report. It seems that the generalization made in the report refers to all teachers being insufficient or that all colleges offer a poor quality of instruction. Thank you.

MR. DYNAN: I don't think that is what we intimated.

MS. NESTER: In the introduction, there is a statement saying that experienced teachers, almost unanimously, feel that they were not prepared sufficiently or were insufficiently prepared for the teaching tasks they encountered. It is right in the beginning of the introduction.

MR. JOHNSON: Any questions or comments? (No response) Thank you for your testimony. We will now hear from Eleanor Guerci, President of the Monmouth County Education Association.

E L E A N O R G U E R C I: I am Eleanor Guerci and I am a 6th grade teacher in Middletown Township. I am President of the Monmouth County Education Association and I am also state chairperson of the N.J.E.A. Certification, Evaluation and Tenure Committee. I have read your report and I'll be as brief as everybody here has. We all have our own agendas, it seems. I am confining my remarks to those areas where I think I have some expertise and can, hopefully, shed a little light. My objections are not personal. I have a Master's and I'm grandfathered in, even if I didn't have a Master's. So, my concerns, I think, are professional. There is, I believe, a major fallacy in your report.

You have commendably recommended more careful selection of future teachers and more rigorous standards for the curriculum and yet, you call this a minimum program. You state that "these improved programs should graduate teachers who are prepared for the first year of teaching, who can succeed in that first year, who have the basic and substantial confidence to teach and who have the foundation for professional growth."

I submit that anyone who can do this has conquered the most hazardous and difficult year of his or her profession. There is nothing more difficult than that first year. I think a teacher will continue to grow professionally with experience in the field of teaching. I think after one year of teaching successfully, the teacher needs to go back to school to continue to be successful. What we have done is created a monstrous fraud.

Either you are trained or you are not trained. Either you are successful in the classroom or you are not successful. There cannot be in this world a program that says, "We are going to give you a competent first-year teacher, but in the second year and for the next few, that person is incompetent unless he or she is back in school." I don't understand that. I really don't.

Are we going to say to a teacher, for example, "You have had good evaluations, you have been a highly successful teacher, but you didn't pass that test that you now need to get into a Master's program," unless you are going to do as several of the college people have suggested, which is lower the standards, to get everybody into a master's program. This is, to me, dishonest.

You talk about being pragmatic. If you truly believe--I don't agree with you about this--but if you truly believe that teachers need a Master's degree or they need an internship to be a good teacher, then I think you have an obligation to mandate before they go into the profession and not after. You simply cannot have a Catch 22 situation of a teacher who has been successful in the classroom, who has been evaluated as a successful teacher, but, perhaps, because of a grade where his grades were a little bit lower on a G.R.E., can't get into a Master's program. You have given them a job; you have given them a temporary certificate and now you are saying, "Tough luck, you can't do it." I don't see how you can do that because you are saying that to get a permanent license, you need a Master's degree or some equivalent. I don't understand the equivalent.

To go back to your licensing procedure, on the double licensing, I feel it is a step backward. I don't think that the double licensing accomplished anything when we had it 20 years ago. All it is is one more bureaucratic step, one more way of filling some more file cabinets and, good heavens, with T&E and Comp Ed and everything else in this state, we certainly seem to have enough bureaucracy without this Commission adding to that bureaucracy.

Again, you state that a license is a permit to teach and further that it does not need to be permanent. Ladies and gentlemen, no one in this state has ever gained tenure or had good or bad evaluations based on a license. It is a piece of paper. We are judged. We are evaluated when we are hired. We are continually evaluated under state law and under good school procedure because I agree with evaluation and constant evaluation and I don't know that we need another step. We always prided ourselves in New Jersey on good local control. Aren't you taking that local control away? If the boards of education feel that a Master's is important, they can do something about in the contract. There are school districts that require that teachers take more courses, if they want to step up on the salary guide. There are others who say, "We will provide in-service; we will let you go to EIC; we will let you take courses that meet your individual needs," and they work. It seems to me that if the school boards of this state believe that their staff is competent without a formal Master's degree, we don't really need the state supervising their judgement. They are all elected. They all know their own individual community.

I believe that the alternatives that you people have rejected in your report are valid. I really do believe that EIC and some of these programs are superb and if you would permit a personal note, I have only taught for 15 years, but in that time, I was constantly looking for something that I couldn't find in any college book, but I found it in EIC. It was a good, solid way of teaching children to write a good sentence, to write a good paragraph. It was developed and given to teachers in this state. It is one of the few programs that the teachers really had some input into and it turned out to be, for us, a super program. I think this is what you are looking for. I think what you are looking for is good teachers. We're looking for good teachers. We want teachers who are comfortable in the position, who are constantly searching for better ways to do their job, because we don't ever want to sit back and say, "Wow, this is the only way."

The way to improve teaching, I believe, is to provide more rigorous standards for entrance and you have done that. I urge you to see that those standards are met and have the approval of N.C.A.T.E. which you have stated "are the standards of the learned societies, a clearly superior practice which uses standards of excellence as criteria." What better recommendation than your own words.

I would like to conclude by saying that a gifted teacher is such because he or she is dedicated to his or her students, is sensitive to students' needs in an intuitive way and deals with the everyday classroom problems that will boggle the mind of non-teachers. The teacher also needs a great deal of common sense. I submit to you that teaching is an art and not a simple recipe. You can't take a cup of this and a cup of that and translate it into credits. We need the recipe, but we need far more than the recipe. We all know people who had the same college courses and the same degrees, have had the same professors and some of them do a better job than others. I don't believe that a degree is the only measure of a fine teacher. I feel that until the teachers and colleges in this country and in this state find out how to identify those artists--because I think that is what a teacher is--and until society is willing to pay the price for that art, we're going to have problems. I urge you to continue working on improving the undergraduate program. I personally feel that it could be more rigorous. I think of my children who had to earn 138 credits, for example, in order to graduate from different disciplines. I think that is where we should go. I don't think we should do anything that makes it difficult for people who are practitioners and I am afraid, as I said before, that by setting this double standard, one to get a Bachelor's degree and then a second one to get a Master's degree, I really, truly feel that you are going to hurt rather than help the profession. Thank you.

MR. JOHNSON: Are there any questions or comments? Mr. Dynan?

MR. DYNAN: Maybe I need a clarification of one of the statements or at least my interpretation of it. You seem to suggest that the training of a teacher ends after their first year.

MS. GUERCI: No, I don't mean to imply that.

MR. DYNAN: Well, perhaps that's not the implication you meant, but that's what I got from your comment. Another thing that you mentioned was the possibility of alternatives to the Master's degree, one of them being, and I think you were suggesting in-service training programs.

MS. GUERCI: As one alternative, yes.

MR. DYNAN: Well, boards of education right now are in a money crunch and it is the board of education which provides the funds for in-service training

and in-service training can be as good or as bad as that board which is providing it and I wonder if you see that as an alternative to a well documented, well planned Master's degree program.

MS. GUERCI: Well, there is no doubt that we have had some problems with some in-service programs, but it is also true that the teachers are standing up and saying, "We don't have to take this stuff. We want it to meet our needs and we want it to be a valuable program," and are giving that input to the boards of education. I am not only suggesting in-service. If you noticed, I said there are conferences. There are many professional conferences that many of us go to. There are many EIC workshops that many of us go to. Yes, I do see that as an alternative to to a well planned Master's program, which I already have.

MR. DYNAN: One other comment, while we're on the subject. Never mind. This would be inappropriate.

MR. JOHNSON: You know, in terms of being a fine teacher, Eleanor, which you regard yourself as, you said that a Master's degree isn't the only measure of being a fine teacher and I can concur with that. On the other hand, you noted that you have a Master's degree.

MS. GUERCI: Because I love school.

MR. JOHNSON: Is one of the things that make you a fine teacher that Master's degree?

MS. GUERCI: I don't think so. I don't think my evaluation has changed one bit before or after the Master's degree.

MR. JOHNSON: Why did you continue, then, with the Master's degree?

MS. GUERCI: Because I happen to like school. If I weren't so busy with the N.J.E.A., I would still be going to school and it wouldn't be for credits on anything. My greatest hope, when I retire, is to find a community where I can audit courses and become a professional student for the rest of my life. That's what I want to do.

MR. DYNAN: May I ask one more question?

DR. HOLLANDER: We need people like that.

MR. DYNAN: I think I heard you mention, why not let boards of education determine what teachers should do with a graduate program. My question to you would be: Suppose boards of education have different standards and suppose there is a teacher teaching for a board of education X, whose standards are set out for their professional improvement and that teacher, later on, wishes to transfer to board Z, which has entirely different standards. Don't you see a conflict here in what becomes a graduate program when you allow individual communities to determine what a graduate program would be for their particular teachers?

MS. GUERCI: Not particularly, and I'm going to be very pragmatic and tell you, from a salary standpoint--I'm going to leave the theory, if I may--that schools that value Master's programs, school boards, pay for them on the salary guide and they pay for them in other ways. Teachers transferring don't usually transfer except for a better opportunity to teach in an atmosphere they consider more in tune with the kind of thing that they want to do. I don't really think that they transfer. I don't think that it would be a terribly difficult thing. As I said, the salary guides take care of that. I know teachers that have a Master's plus sixty, teachers that have a Master's plus ten and I know teachers that have taught for thirty years and are crackerjacks with a Bachelor's degree. I think it is a question of their own

personal need. I don't think any of them have ever stopped learning. I think if you people would ever sit in the teachers' room and hear teachers say, "Hey, I discovered something in this magazine and it's great and I tried it and it works," and the next day someone says, "Hey, I tried that too and it works," and that is learning. I don't think learning only comes from a college course. You agreed to that in that you recognized that there is the Edison College which is an alternative way of getting a college degree.

MR. JOHNSON: Do you think that the four year program, as it stands now, meets the criteria today for a person in a school classroom or should that program be expanded? You suggested at one point that your concern was when the person enters the classroom, he or she then has those qualifications that are necessary and is so credentialed. That being the case, would you be supportive of a five year program to see that such a need is met?

MS. GUERCI: I am not supportive of a five year program. I am saying, do it and be honest, but I'm not in support of it. I think that you can increase the number of student hours that one needs. I think, for example, in order to squeeze in the right amount of time to do the practical aspect of teacher preparation in the classroom as a student teacher that you do as many other schools do, which is require a summer of classwork. It is going to be a burden on youngsters and I recognize that, but I still think it is a better alternative. If I were a parent and I read this report and thought, "Gee, he or she is only a minimum person," I would go in and insist that only teachers with a Master's degree be the ones that teach my children. You and I both know that that is silly. We certainly wouldn't want to do anything as dumb as that, but that is the way that the public would read that, that the only one who is good enough to be anyplace has to have a Master's degree and I will bet you a nickel that every one of you can name some super teachers that you had that come out of those two year normal schools. Now, I'm not saying that we would want to go back to that, certainly not. I think we have to have than that, but let's not be silly about it.

MR. JOHNSON: Well, you said that we have to have more. We had the two year normal school and now we have the four year degree program and we're proposing more. I don't think that the Commission is contending that when a person comes into the room that he or she, because in the licensing process would have first base completing that, is not ready to begin to teach and, again, I just see that that process is an ongoing process in terms of learning. You say that the first year is the hardest. It probably is in many ways. On the other hand, I think the first year, what a person is bringing to the first year of a vocation, whether it be in the teaching profession or any other, is a kind of excitement, enthusiasm, dedication to the task that too lends to the ability to teach or do whatever profession he or she is doing. We can talk about this all day.

MS. GUERCI: I would hope that all of our years would be exciting and not just the first.

MR. MCDONALD: I would like you to respond to this line of reasoning, if you would, please. As I hear what you are saying, you are, in fact, turning over the standards for quality in the teaching profession to the school boards of New Jersey.

MS. GUERCI: No, no, I didn't mean to imply that.

MR. MCDONALD: Well, I assume, given the position of the N.J.E.A., you wouldn't want that implication. But, it seems to me that that is, in fact, the implication of your position. You are saying that the standards for any kind of work

beyond the Bachelor's degree will be taken care of in kind of a free market situation in which school board aid will set certain standards and give money to meet them. Now, I think the free market situation means that if I live in Mercer County or Hunterdon County, my child gets the education that that school board is willing to buy for him because he has a teacher who meets their standards; whereas if I go to Monmouth County, my child gets another education. Now, while I agree with you that the correlation between certain kinds of teaching skills and normal degrees is not high, nevertheless, children are deprived because teachers themselves don't have the background. That situation, of course, is particularly abominable in the inner-city, but it could be true across the whole state of New Jersey. If I had a teacher who knows a lot of biology because he or she has a Master's degree, sure, that's what I want my child to have. But, then, if I go somewhere else and the school board says that you don't have to have a Master's degree, my child gets less biology, unless I'm lucky and happen to hit that teacher who educates himself or herself, as you did. What the Commission is trying to do is set standards that insure the quality of all teachers for all children.

MS. GUERCI: And, I applaud that, but I don't think that's quite what I meant and if I implied that, I'm sorry. What I am saying is that I think that you should set the standards in the Bachelor's degree. I think that's where the standards need to be and I applaud the 2.5; I applaud a lot of things that you have said in that report. I think we need our brightest people. I think we need a lot of things in that undergraduate program. I am not quarreling with that. I'm saying, if you do the right job there, from that point on, it can be locally controlled because you have done such a super job with your recommendations that the rest is an alternative that would not harm children. You know, let's be honest. You don't teach the biology that you learn in graduate school to high school students. It is marvelous for your background, but you don't teach them those subjects.

MR. JOHNSON: Other questions or comments? (No response) Thank you, Eleanor.

MR. JOHNSON: I would like to call at this time, Jim Williams, the Dean of the Graduate School, Georgian Court College.

As he is coming to the microphone, I will remind you that we are going to break after we hear Dean Williams. We then have, according to my schedule, Paul Hirschy, Professor Richard Mitchell, Georgia Gibson, Professor William Daley, and Frank Goodfellow, whom we will hear from after our break. We will be adjourning around one o'clock and will be back a little after two.

Is Dean Williams not here? Then we will hear from Mr. Hirschy, who is the Guidance Counselor at Pleasantville High School.

P A U L H I R S C H Y: I appreciate the opportunity to be able to meet with you this morning, or this afternoon, or whatever it is.

My name is Paul Hirschy. I am the Guidance Counselor in Pleasantville, New Jersey. I would like to fill you in a little bit about my background in terms of the remarks I will make and your questions and the comments that I would make. I think it is important to understand the background from which one comes to understand what his or her values are in terms of this topic.

I am not a native of New Jersey. I went to the public schools in Toledo, Ohio, and subsequently went to Bowling Green State University which I attended four and a half years. I was involved in a dual degree program in Liberal Arts as well as Education, and I have some comments with reference to the length of the undergraduate program that may be somewhat in variance to some of the other comments that were made this morning. I am a member of NJEA and serve on the Executive Committee of NJEA. I also happen to have been the Past President of the New Jersey Personnel and Guidance Association.

I have taught and lived in New Jersey now for about 25 years, having worked in Camden County, here in Gloucester County, and currently in Atlantic County. And I consider myself a teacher advocate, a student advocate, and an educator in the professional sense of the term. I have my Master's degree from Temple University and have done extensive postgraduate work at various other institutions in California, Stanford, the University of California at Berkeley, Michigan State, Indiana University, and so forth.

I tell you that because I feel nowhere along the line was I ever mandated to do any of those things. I did those things subsequent to my Bachelor's degree because I wanted to. I am afraid and I have a lot of concern about making people do things. I am not against sameness. I am not against professional growth and development. Quite to the contrary, as an officer of NJEA, I serve as the chairman of a committee dealing with the NJEA Convention in Atlantic City. And, over the last several years, we have particularly addressed this problem because we feel very strongly - and I feel, personally, as a guidance counselor and as a teacher - that professional growth and development activities are absolutely essential if, indeed, we are to do the job in the '80's and the '90's, and as was alluded to earlier this morning, preparing young men and young women to live and work in the world of the 21st century. We cannot just stop and say, well, I had my education ten years ago. In my case, this is the year of my 30th high school reunion. But, in the process of those 30 years, I have continued to grow and develop and most teachers are doing that.

We have some concerns about your report. But let me say, first, that overall I think it is a very ambitious report. There is an awful lot of excellent work that obviously was done in this report. I concur with many, many of the

recommendations. My frame of reference is as a practitioner. I am not a counselor-educator. I am not a coordinator at graduate programs. I am an individual who is in the front lines in Pleasantville, New Jersey, as a Guidance Counselor, as are 80,000 other teachers in this State. And we have concerns about this business of mandating things.

DR. HOLLANDER: Are you suggesting we don't license teachers in this State, but let the school boards hire the most qualified people?

MR. HIRSCHY: No.

DR. HOLLANDER: Well, that is a mandate, isn't it?

MR. HIRSCHY: My proposal or feelings are that we should upgrade the quality and calibre of the educational programs in this State.

MR. JOHNSON: Then there should be minimum guidelines that would do that?

MR. HIRSCHY: Yes.

MR. JOHNSON: Right now, the minimum is the Bachelor's degree, which you were required to get.

MR. HIRSCHY: That's right.

MR. JOHNSON: So at one point you were required to do something to be a teacher.

MR. HIRSCHY: I have no problems with that initial entrance, just as a lawyer or a doctor or any other professional person undergoes extensive undergraduate training in training program - engineers, etc.

MR. JOHNSON: Do you think there is a need to expand upon those initial requirements that we have today to become a teacher?

MR. HIRSCHY: Yes. I would say in my own mind, based on my own experience, which I sort of used as a frame of reference, that a 4 1/2-year or even conceivably a 5-year Baccalaureate is justified, as in the field of engineering. And I would hope that appropriate monetary rewards would occur, as they do with engineers, doctors and lawyers, and that teachers would sometime receive that kind of reimbursement.

MR. JOHNSON: If ministers were included in the group too, it would be helpful.

MR. HIRSCHY: Therefore, I have no problems with a 4½- or 5-year program. I think the internship approach - that whole thing is excellent. I have no problems with that. But, at the end of 4½ years or 5 years, when a person has proven by his or her performance in the internship programs, in course work, in all kinds of things --- at the end of that 4½- or 5-year first term, they should be certificated and become teachers if that is their desire and they have met the standards. From that point on, I feel that the supervisory role of administrators in school systems, in boards of education, in local association activities in terms of upgrading and maintaining and expanding upon their expertise and their skills is important. But what I do not like and I think is wrong is to try to hold a gun at somebody's head and force him to do these things. Quite to the contrary, the instrumentality is there now with the evaluation system and professional improvement plans -- the methodology is there for administrator-leaders, supervisors, with teachers, with guidance counselors, with other employees in the public school sector for growing and developing by attendance at various workshops and conferences. It was mentioned about EIC. In Atlantic City - and many of you have attended conventions there - we have a wide range of programs and activities. As I indicated in my own background, and I have been involved in education 23 years, there has not been a year in my professional

career that I have not attended and participated in either workshops, conferences, seminars or taking graduate courses, going to institutes, some of the most prestigious institutions of this nation.

MR. JOHNSON: Mr. Hirschy, at this point, are you making any definitive recommendations? I hear you saying you don't see the need - you are concerned about once one is certified ---

MR. HIRSCHY: My comments are that overall I think a job has been done in this which is well founded. I have concerns about mandating Master's degrees, per se, and I don't want to repeat many of the comments that have been made.

MR. JOHNSON: Mr. Dynan has some questions.

MR. DYNAN: Going back to your reference to PIP's or professional improvement programs, we are involved with that in my school district.

MR. JOHNSON: By the way, Mr. Dynan is a school teacher in the sixth grade.

MR. DYNAN: We were told by our organization and our organization is backed by the NJEA of which I too am a member that when we sat down with our administrators to make out our personal improvement programs that we were to say nothing. We were to say nothing that could be held against us next year or for which we could become accountable. Now, I detect in your comments that you are saying one of the ways to improve teacher education and go on, go beyond the Baccalaureate, beyond the 4-year requirement, is through these personal improvement programs. Yet, the organization are telling teachers, don't say anything for which you can be held accountable the following year. How do you meld those two philosophies?

MR. HIRSCHY: I am speaking as an individual here. I happen to be a member in a leadership role of NJEA and share many of our positions and postures. But no member of our organization is just going to go along with "this is what everybody is going to think and say."

I feel that mutual development of professional improvement plans includes a variety of factors, such as job experiences in the summer, visitations, travel, taking courses, attendance at conference and workshops, etc., but that is mutually to be developed by input from the teacher and his or her supervisor, together deciding these things by saying, "Well, I would like to do this," and his supervisor saying, "We would like you to do this," and they work it out. It is working out well in many districts.

MR. DYNAN: Then why are teachers encouraged to be vague on the filing of their PIC's?

MR. HIRSCHY: Unfortunately, we have some problems in some districts where an administrator thinks his job is to tell a person, "Here is your plan. Here it is. Follow it." This is where we have a problem. In some districts - many districts - we have the harmonious working together which was the intent, I am sure, of the leadership of the State Department and the State Board of Education and the Commissioner and a lot of other folks here to bring about improvements, but not improvements by holding a gun at somebody's head and saying, "If you don't follow this plan, we are going to fire you," or, "You have got five weeks or five years or ten years or three months to get this thing done."

MR. DYNAN: What happens with your proverbial gun when the term for the PIP is up and your administrator holds this before a teacher and says, "This is what you outlined that you were going to do and you failed to accomplish it"?

MR. HIRSCHY: If that was a mutually agreed upon plan, in which input was given by both parties and there was harmonious agreement on what the plan was and

somebody didn't live up to that plan, whether it be the board or the administrator or the employee, then appropriate termination action, I would think, would have to be begun.

MR. DYNAN: Then I don't see any difference between that and what we as a Commission are requiring.

MR. JOHNSON: Just when you hold the gun up.

MR. HIRSCHY: Well, there is a difference between whether I am going to hold the gun up or somebody else is going to hold the gun up.

MR. JOHNSON: Mr. McDonald, please.

MR. MC DONALD: Some states have tried to pass legislation that requires PIP's in just exactly the form you mentioned. It seems to me our position is much more moderate and less susceptible to the vagaries of individual administrators and school boards. Again I get the impression that, first, Miss Guerci seemed to turn over the setting of standards for preparation to school boards and it sounds to me as though you are turning over the standards for the certificate almost entirely to the individual school administrator.

MR. HIRSCHY: No, no, hardly - hardly at all. I mean, if you would know my school system - no, hardly.

MR. MC DONALD: I didn't think you would do that.

MR. HIRSCHY: I think you are misinterpreting what Eleanor said and what I am saying. I feel that the practitioner, the individual practitioner, in this case, myself, should be involved in that process; and I have. I have a Master's plus 60 credits. I paid for them myself without even the board paying for them. We are certainly negotiating that; if the board does require something or something is mutually agreed upon as being required, then the board or the administrator should provide the opportunities and the services and the resources to enable that. But through conventions, through regional conferences - state and county - through in-service activities, these things must be and are in the process of being drastically expanded upon. And that is good. Professional improvement must occur. But what I have problems with is the manner in which you are attempting to say, "Well, you have five years to get this Master's degree. If you don't, you are out on the street." I don't think that is fair. I don't think that is sound. I don't think it is prudent. And many comments were made here by the college folks that they don't think so either. Sometimes we practitioners don't always agree with the ivory tower folks that run some of the universities and the colleges and the graduate schools.

The other point that I want to mention is that I feel there must be more practitioner grass-roots involvement in the planning of these activities and in the evaluation of these activities and in the selection of the people who supervise. I don't want to let somebody up here in Glassboro or up in Rutgers or up in the Administrative Office decide everything. I know a little bit. And we have thousands and thousands of teachers that know what their needs are and know what has to be done as we leave the 20th century and get ready for the 21st century. I think you are missing the boat if you are not involving us and letting us participate actively in this process of growth and development rather than mandating it.

MR. MC DONALD: How do you feel you are not involved? The number of teachers on the Board of Examiners, I think, has been increased, hasn't it? That is where these standards are set.

MR. HIRSCHY: I think there are three or four out of twelve. I would feel

that we should have more adequate representation since this is our profession. This is my profession and I feel that we should have at least 50 percent representation. Now, whether this Commission has the authority or the legality to do that, I do not know. But I would feel that would be a major step forward.

There was one other point I wanted to mention.

MR. MC DONALD: There is an important point involved here if I may just interrupt you very briefly, and that is: Are you talking about the representation of the teachers' point of view, talking about an appropriate forum for teachers to help set standards? Or are you talking about what you would do as a graduate student going to a college where you can negotiate with your advisor about what your program is? Teachers are represented at the State level in the setting of standards. Teachers are being more and more used on evaluation committees of programs. We have recommended that their number be strongly increased. The Commission has made moves to increase the representation of teachers in the setting of evaluation standards.

MR. HIRSCHY: We would support that. I would support that. When I say "we," I would be supportive of that. My main feeling is that you have done a good job, but the big "but" is more involvement, more active participation of the practitioners in this matter at the local, regional, state and any level possible. The NJEA, our organization, has been at the forefront of development of many, many programs and will continue to be in that arena as teacher advocates on the basis of bringing about quality services for the students that we serve.

I appreciate the opportunity of sharing some of my personal opinions with you as well as the organization's.

MR. JOHNSON: Thank you, Mr. Hirschy. We appreciate your comments.

We are going to adjourn at this time for lunch. We should be back a little after two. At that time, we will be hearing from Professor Richard Mitchell, Georgia Gibson, Professor William Daley and Frank Goodfellow.

(Recess for Lunch)

Afternoon Session

MR. JOHNSON: I would like to call this hearing back to order. First, I would like to inquire: Is Jim Williams, the Dean of the Graduate School at Georgian Court College, here? He is not here.

Then we would like to hear now from Professor Richard Mitchell, Glassboro State College.

I will remind you as you come to the microphone that our staff is up here to my left. We will receive written copies of your testimony if you have them. I would remind you that we will try to limit our time to 15 minutes per person in order that we might adjourn at some reasonable time.

R I C H A R D M I T C H E L L: I don't have a written statement because I didn't know what I was going to say until I heard what was said earlier.

MR. JOHNSON: That is all right. You don't have to have a written copy.

MR. MITCHELL: I am sorry I am on the list as Professor Richard Mitchell. I would like to scratch that off and be Mister.

MR. JOHNSON: Are you a professor?

MR. MITCHELL: I am in fact a professor, but I do not appear here as a professor. I appear as a civilian, citizen and taxpayer, but also in part as a journalist, as one who has for at least the last three or four years spent a great deal of time studying the education of teachers, both its theoretical documents and its practices. I have written fairly widely on this articles, editorials, and I am currently beginning a series for the Washington Post on teacher preparation. I have a book in progress on this subject. So I speak as a civilian, but I hope not a totally uninformed civilian. However, I will also disclaim expertise. I am certainly not expert in the matter. But I disclaim expertise not only because I am no expert in the matter but because I want to raise some questions about the idea of expertise in these matters entirely.

I say, first, that it seems to me that your document is surprisingly good. I opened the envelope with trepidation. I expected terrible things. I didn't really find them. On the contrary, I found some things that delighted me. One of them, of course, has to do with what you call General Education. Although you call it General Education, you specify things that are, in fact, Liberal Arts. I noticed that the President of Glassboro State College this morning objected to that and suggested that you might add other things like various technologies and management systems. I hope you will resist that kind of temptation. What you have specified is perfectly sensible and probably the thing that most citizens of New Jersey would like to imagine that the teachers of their schools do know. It would be nice to think that every teacher had those things in their background.

I would worry that in some cases where you speak of the Liberal Arts or where you speak of General Education, you have left small cracks through which whole hosts of demons can fly, things like ethnic studies come to mind, presumably to be differentiated from history, anthropology, languages. Certainly, in the practice of education strange things are done under that grouping. I would also like to see a little bit more specification as to who will teach what. But, obviously, you are mindful of that and, if there is anything left out, it is just a matter of small details.

I am much more interested in the governance system which you describe because I am a civilian and I am speaking here as a civilian. If there is one thing that

I think that I have learned about the educational establishment in America and, certainly, in New Jersey it is that we would do well to conceive it as what it in fact is, a state operation. The educational system is an instrument of the state, just as much as the Forest Service, the Coast Guard, the Marine Corps, and as such it serves - and I suppose it is intended to serve - the aims and policies of the state which may or may not be the aims and policies of the citizens, considering that the citizens don't know their aims and policies. Therefore, very wisely in our form of government, we have established what we call civilian control over state agencies. I think our educational system in New Jersey, essentially, therefore, is no different from our own little Pentagon. And I would like very much to see more attention paid to civilian control.

I have the honor, if honor is the word, of being the formulator of the housewife-from-Teaneck hypothesis. The housewife-from-Teaneck hypothesis states very simply that if we were to find in Teaneck a well educated housewife and draft her into some government office - what I had in mind at the time was the Commissioner of Education in the State of New Jersey - that she would almost certainly do a better job and serve the citizens of the State of New Jersey better than any Commissioner of Education that we could draw out of the educational apparatus, which is where these Commissioners of Education come from.

So, I was dismayed to read the constituency as proposed by you - and it may be a reflection of the constituency as it now is - of the Board of Examiners. I notice that the Board of Examiners is made up of all kinds of people who are, in my metaphor, in uniform, people who are wearing the stars and bars and taking the pay of government for government service and who, therefore, have interests of their own, as I suppose they properly should, but whose interests are not always the interests of the ordinary citizen. While you have allowed for two ordinary civilians on that Board, it seems to me that the number is very, very small; and, furthermore, since the professionals have a way of talking an incredible arcane and intimidating gobbledegook, it is very likely that, unless those civilians are extraordinarily sophisticated and widely informed, their views, such as they are, will easily be overcome by the so-called professionals on the staff.

I notice --- what is that thing called? --- the Advisory Council is to be made up of five people appointed by the Commissioner of Education and five people appointed by the Commissioner of Higher Education. As a civilian in the streets, I receive this news as though I had heard that the Joint Chiefs of Staff were to appoint the Secretaries of Defense, Army, Navy, and what not, and all of their staff as well. This seems to me is an outrageous conflict of interest and an outrageous conflict, not only of interest, but of confusion of the intellect.

At one point, when you are talking about evaluation systems, you say very wisely - and I was happy to hear someone willing to say this out in public - that in most of these educational evaluations, one hand is busy washing the other and that we can expect that the visiting evaluators will approve other's programs so that their programs will, in turn, be approved. This has been well known, of course, forever. But it is rarely said aloud and so you have tried to provide some safeguards against that. However, in providing those safeguards, I think you have, yourselves, been conned - probably not conned - into thinking something like this. I am talking about page 77 now where accreditation teams are described. "Each accreditation team shall be comprised of approximately five members. These individuals shall be from outside the New Jersey education system and each should possess a national or regional

reputation for expertise in the preparation of teachers." I am convinced that anyone who does even some of his homework, who reads not necessarily too widely or deeply in the history of American education, in the theories and notions that underlie American educational principles and practices for the last 70 or 80 years, who reads the research or what is put forth as research in the world of education, will come fairly quickly to the conclusion, even as a rational, prudent, and temperate person, that it may well be that there is no expertise in these matters. It may well be that expertise in these matters is by definition not available. You have heard many testify here today to the art so-called of teaching, to teachers who are fulfilling their own needs and who know best how to fulfill their needs, to the incredible diversity of teachers and teacher talents. You have heard, for instance, Dr. Williams say right at the beginning of the hearing of these field experiences, there is no one right way to do it.

You have heard President Chamberlain say of our brand new, very innovative teacher training program here at Glassboro, which has gone through a series of strange names - I think it is now called EPIC --- It was called other things in the past, but it is now called EPIC. We are still, said Dr. Chamberlain of this process on which a great deal of money has been spent and in which massive paperwork has already accumulated, we are still in the learning process. He said a bit later that we are now getting ready to use - and I am quoting him directly - the new knowledge that is coming forth. A study of the history of educationism, that is, the practice of teacher training in America, easily reveals that you hear this all the time. Every three or four years, we hear about being now in the learning process. We hear of the new knowledge that is coming forth. We tear down the walls of the classrooms because that is the new knowledge. Then we put the walls back in the classrooms because that is the new knowledge. It just seems to me as an ordinary civilian in the streets that the people who train teachers are doing, frankly, just what I have to do if I were to undertake that enterprise. They are guessing. They are doing the best they can. They are trying this; they are trying that. That is why they are so innovation prone. And it may be that that lady is right. Maybe we are here dealing with an art that is not susceptible to the kind of expertise that is imagined in this document.

That being so, if it is so, then it seems to me all the more that the evaluation teams themselves ought to be, if not made up entirely of civilians --- ought to have civilian representation. The making of a teacher is a mystery. I would not mind it very much if the State of New Jersey were to say, look, we have to spend millions and millions of dollars wrestling with a mystery that is damn hard and we are doing the best we can. I think as a civilian I would even like that. But when I am told that I must pay my taxes for that which is not, in fact, a mystery but which is a matter of expertise and that I am paying for the experts, and then by studying the record I can see that there is no expertise - and there are, in fact, no experts.

I worry about the control of this government agency. I would like very much to see - well, I don't say people like me - I guess I don't mean people like me - but people like the housewife from Teaneck added to this. I worry about that doubly when I hear --- I think it was Dean Weaver who began her remarks by saying how appreciative she was of the funds that had been provided for R and D. That means research and development, I think. I have noticed - who hasn't - that every time something goes wrong in the schools - and this is perennial and has been perennial

in the whole history of American education, at least from the time that we had to pay attention to the schools - that the answer seems to be new funds for new learning, for new expertise, for new methods and new systems, until the next time around when something goes wrong when we need funds for new methods and new systems. To a civilian, this looks very much like military weaponry. You have a great rocket. But in a few years, the rocket is not so great anymore and you need more money for more and greater rockets. Well, maybe you do. But the difference between your rocket and the Pentagon's rocket is that the Pentagon's rocket, whether it is the best or not, is real. I can go there and I can touch it. And I suppose they would be able to shoot the damn thing off if they have to. So maybe I have my money's worth. But every time the educational establishment wants to buy a new rocket, it is because they have discovered that the old rocket is just not good anymore.

MR. JOHNSON: Mr. Mitchell, I believe you have made your point. I just wondered whether there was anything you would like to recommend in terms of definitiveness or change in the report as you read it, or if there are any questions or comments.

MR. MITCHELL: No. That is the only thing in the way of a comment - civilian representation.

MR. JOHNSON: I hear that and I hear that very loud and clearly. Any comments from members of the Commission or questions to Mr. Mitchell?

MR. MC DONALD: You suggested several places where there might be what you are calling civilian-folks represented. One is on the Board of Examiners where they are, but you would like the number increased?

MR. MITCHELL: Yes - also the Advisory Council and the Standing Commission.

MR. MC DONALD: And on the evaluation teams?

MR. MITCHELL: Yes.

MR. MC DONALD: Were you proposing that they be part of the evaluation teams?

MR. MITCHELL: Yes. I think that there are thoughtfully informed civilians in the world that you could find.

MR. MC DONALD: Let me just ask you the standard question. The housewife in Teaneck is a metaphor. What about the truck driver from Trenton or the stable hand from New Egypt? What is the range of civilianity?

MR. MITCHELL: I like that word. I feel so strongly about that that I would be willing to say we ought to choose them by lot. The truck driver from --- Where was it?

MR. MC DONALD: Trenton, with all due respect to Trenton.

MR. MITCHELL: The truck driver from Trenton is, after all, a full-fledged citizen in this society. His responsibilities and his privileges are as great as yours and mine. It does seem to me, if the truck driver from Trenton is called to this work, I am certainly not going to say off the top of my head that he is not up to it. He may well be.

MR. JOHNSON: Other questions or comments? Okay, we thank you very much, Mr. Mitchell.

MR. MITCHELL: Thank you.

MR. JOHNSON: I would like to call at this time Georgia Gibson, Chairperson, NJEA Committee on Exceptional Children.

Do you have written comments?

MS. GIBSON: Yes, but I don't have copies.

MR. JOHNSON: But you will give copies to the Staff Person, please.

MS. GIBSON: Yes, I will.

MR. JOHNSON: Thank you.

G E O R G I A G I B S O N: It is good to be here this afternoon.

I will give you a little bit of my background. As you can see and you know, I am the Chairperson of the NJEA Committee on Exceptional Children. That covers both handicapped as well as gifted. I am a classroom teacher of an educable mental retarded classroom on the senior high school level. I have taught for 30 years. I have worked in institutions as well as being back in the public schools. Along with this, a need has also arisen that I chair presently a National Committee for the NEA on Exceptional Children and the problems that they are having nationwide with the new laws and special education.

So, I guess it was only natural that while reviewing the Commission's report, a very strong concern arose in that the kind and the level of preparation necessary for dealing with handicapped students and students in gifted and talented programs within the regular school setting has not been addressed. The present form and substance of these programs does not deal with teacher preparation for the full range of differences that are found among the total population of the children.

We must not operate in separate compartments any longer. And you know that is what we have been doing ad infinitum. Pre-service focus needs to be made on the task of upgrading the preparation of regular classroom teachers as they are now being charged with the education of exceptional children. And I use exceptional children to mean the full range of the scale, both the handicapped youngster and the gifted youngster.

The context of social mandates is making it imperative that a new set of conditions be established through which teachers prepare prior to assuming positions in public schools.

Nationwide concern was expressed this past July 29th and 30th by those appearing before the United States Senate Subcommittee on the Handicapped and the major concern that arose from these hearings in Washington was teacher training, particularly of regular classroom teachers.

Now, general opinion reflected that hesitancy by some teachers to work with the learning disabled children arose from the lack of pre-service training to meet the learning needs of the students.

Good practices and innovative techniques for working with the disabled and the gifted and talented need to be disseminated throughout preparation programs. I am not saying specific courses. I think it has to be, as I say, integrated in every form. Whether you are talking about a social studies teacher or you are talking about psychology or science, it has to be touched upon.

There must be components of handicapped education and gifted and talented education woven into all phases of the teacher preparation curriculum. Divorcing these subjects from general education tends to defeat the purpose of the least restrictive environment concept and the absorption of all exceptional children as productive members of society.

Listing teacher competencies and courses will not suffice. There should be a common body of knowledge threaded throughout all levels of pre-service preparation so that prospective teachers have an understanding of exceptional children and school procedures for accommodating childrens' special needs.

A vital component altering or avoiding stereotyping of categorization or spreading of very unnecessary categorical assumptions to general education teacher

training, could go a long way to increase communication in all facets of the education system.

In conclusion, but of paramount importance, is that practical experience must be furnished through meaningful contact with the handicapped children and gifted and talented children during the pre-service years. This could possibly be contacts through a youngster who has been mainstreamed in the classroom or some of the pilot programs with our gifted and talented.

Many teachers will be dealing with exceptional students who can function when appropriate resources are available and proper conditions exist within a regular classroom setting. Teachers will be able to accept these challenges if proper preparation programs exist prior to entry of service into the public schools.

Thank you for your kind attention. My presentation was short, but I hope you will seriously consider these remarks.

MR. JOHNSON: Are there questions or comments?

DR. HOLLANDER: Do you support the recommendations in the report?

MS. GIBSON: I support most of the pre-service requirements that you have put forward, but I don't think they go far enough in addressing all facets of public education. I think for too long there has been a mind-set of general education which precludes the children who are within the exceptional range. Of course, with the advent of 94-142 and this Project Child Find identification has finally been forced upon our school systems and we are now getting a lot of our closet children into our regular programs and identifying more and more youngsters who have special needs, but not necessarily in special ed classrooms.

DR. HOLLANDER: But this is the first set of recommendations I have seen nationally or heard of nationally that would require significant preparation in psychology, in which teachers can learn what children can or cannot do at various stages of development, as well as with various kinds of disabilities. This is built right into the pre-service educational requirement. That, coupled with some sense of humanism, I would hope would be developed in students as they study the arts and sciences broadly. This too is unique in this Commission's report. So I would think that this Commission's report in its pre-service aspects would go farther than any other report in trying to address the needs of special education. Or do I read it wrong?

MS. GIBSON: Well, I respectfully have to disagree with you and I will show my age when I tell you this. I graduated from a teacher preparation institute in 1947. In 1947, that was discussed in general education; but there wasn't enough emphasis placed upon it. Our teachers, at the present time - you notice I use the word - are very hesitant to work with some of the youngsters. It is not hesitancy from not wanting to, but it is hesitancy from feeling that they haven't the proper tools or the proper knowledge to do what is right for the youngsters.

It is a very difficult situation, but I think it is one that we cannot run away from. I think emphasis should be placed on looking at all types of children, not just the youngster you have in your classroom, because quite often you will have a youngster in trouble. If a teacher recognizes some of the symptoms and some of the problems, then maybe this youngster will get referred so that either early identification or earlier remedial programs will come forth to help this youngster. I just feel so strongly from talking with teachers - and I have been very fortunate in being able to do that all over the nation - about this problem.

I would like, if I may, to interject something. You were talking before about in-service. As you probably know, we have some initials called CSPD, which is the

Comprehensive System of Personnel Development, that has been required by the new federal laws 94-142. As far as the State of New Jersey is concerned, under this Comprehensive System of Personnel Development, there will be required all facets of post-service, in-service, with meaningful programs so that teachers and administrators already in place will have more knowledge about what is going on, not just with the handicapped but in all facets of education. But the only problem is, there is supposed to be a control on that.

I believe you asked what is the control of in-service. Supposedly, there is an annual plan that each district files for this comprehensive in-service. But these programs that are filed are just that. They are programs on paper. I think if the State Department can get into place a proper monitoring, then we will solve the great problem as far as meaningful in-service is concerned and additional training that goes on through the years.

MR. JOHNSON: Mr. Dynan.

MR. DYNAN: I assume you are talking about mainstreaming in a sense.

MS. GIBSON: Yes.

MR. DYNAN: You made a statement that teachers are reticent - I am not quoting you exactly - to accepting the exceptional child. I agree with you that we as teachers need much more training on how to deal with these children. But I don't think it is so much dealing with the exceptional child as being able to understand how that exceptional child fits within the context of the total classroom. We in teaching, for example, if we have a resource room teacher or whatever it may be in our class, we discuss at length the individual child's program. But, having that child fit within the context of the total class and that child's impact on the total class, I think creates the problem. Perhaps that is where I would agree with you that there is much more training needed and you can't do that kind of training by sitting down and discussing things with the resource room teacher.

MS. GIBSON: I agree with you one hundred percent, but ---

MR. DYNAN: Excuse me. Just to make my point, again I want to reiterate I don't think it is so much that a teacher is not wanting to deal with the individual child. The teacher's concern is how that child is going to impact on the total class.

MS. GIBSON: I mustn't have made myself clear because I said they were hesitant and hesitant because they did not feel that they could adequately help that youngster. In other words, there is a great hesitancy. You know, if you handle a youngster wrong, you can really injure him. You can cause a lot of problems for the youngster. You can cause a lot of problems for the regular class as well as the teacher. There has to be a greater understanding. As you say, it is a matter of human relations. But it is a matter of human relations in understanding that we have to get away from the asylum attitude of youngsters who are different and don't belong in the regular classroom. While there are variances, it is not an impossible thing for certain youngsters to be helped within the regular classroom. I think this is where a thrust is very, very necessary.

MR. JOHNSON: You talked about the need for the document to speak more to this. Yet you seem to be reticent to give some definitive recommendations. I just hear your agenda saying to integrate that process. I wonder why you are hesitant to give some definitive recommendations in this area.

MS. GIBSON: Well, if you want to take courses --- I can take a course on arts and crafts which could be called a special ed program. That is not going to help someone understand how to handle a youngster. I can also take a general

psychology course which may be ---

MR. JOHNSON: I am hearing you say that that won't help and this won't help. What would help in terms of definitive recommendations to the Commission that it might consider and include in its document?

MS. GIBSON: Programs of teacher preparation, the materials that are used in working with the students should also reflect how a training teacher should be able to handle youngsters with handicapping conditions within the regular classroom. I am not talking about extra courses like we have the reading course put on and things like that. I am not talking about that. I am talking about components built within the curriculum of whatever subject is being studied that is going to be applicable to the classroom.

MR. JOHNSON: Mr. McDonald.

MR. MC DONALD: Jack's last question and the ones preceding it, I think reflect the problem. We thought about what to do about the training of teachers of exceptional children and decided to set that aside, if I remember correctly, to some future date. The problem you point to, however, is a very real problem. But the way the Commission is functioning in its report and its discussions is to try to avoid making highly specific suggestions about what courses to take or what should be in those courses. Now that creates a problem for you because you believe, and I happen to believe with you, that the teacher should be prepared to work with children being mainstreamed in their classes, etc., or children who haven't been identified in their classes, but may be handicapped in some way or gifted. We don't have any good mechanism for doing that. You say "materials," I don't think a commission like this could prescribe what materials ought to be in courses.

MS. GIBSON: No.

MR. MC DONALD: And most of us, I think, are reluctant to see other people prescribing what ought to be in these courses until it becomes obvious and necessary to do so. There will be a time when we will elaborate on the standards. It seems to me that the appropriate place to work is with the committees that begin to set those standards so that standards are set for what are the contents of some of these things, so that this kind of a problem is not ignored. I am not putting you off. I am just saying I don't think our Commission right now at the present time is the means by which your laudable goals are best achieved.

MS. GIBSON: I understand what you are saying, but I feel the problem is so great --- You talked about the four programs that you have in there that you think should be included. I think somewhere in there - I don't have my copy with me - coming to conclusions and working it in there somehow there needs to be a little bit more specificity within that area. I realize, as you say ---

MR. MC DONALD: You are talking about the psychology area?

MS. GIBSON: Yes, in there or within the methods. When they get ready to make rules and regulations on anything of that nature, you know we are going to be right there. But I think with the dean's grants that the federal government has spent millions of dollars on in the schools to address the problems of teacher preparation along with the mainstreaming problem and the problems of the gifted and talented, they very well places the idea somewhere within this Commission's purview.

MR. DYNAN: I think we dealt with that on page 32 under C, the Social Sciences, which takes into consideration psychology. You know, as a concomitant part of the psychology program, might be the study of exceptional children.

MS. GIBSON: I think that is the word. It should be concomitant with all that you are having.

MR. DYNAN: Would you recommend then that we more specifically include, in addition to psychology, economics, history, etc., training in dealing with exceptional children?

MS. GIBSON: Yes, I certainly would.

MR. JOHNSON: Any more questions? That was on page 32.

MR. MC DONALD: Was that general education?

MS. GIBSON: It is the general education teacher who is getting hurt, not the special ed teacher.

MR. MC DONALD: Why couldn't that be included instead of in the General Education section in the part on psychology.

MR. JOHNSON: I think it could. I think we need to take a look at that.

MR. DYNAN: It can be included somewhere.

MR. JOHNSON: Thank you very much for your time.

Professor William Daley, Chairman of the Basics Skills Committee.

(Not present.)

We will then hear from Frank Goodfellow, Vice President of the State Federation of Teachers.

MEMBER OF AUDIENCE: Mr. Goodfellow will be here shortly. He had a class.

MR. JOHNSON: Mr. Goodfellow was scheduled to be here at 2:45.

Is Mr. Williams, the Dean of the Graduate School of Georgian Court College, here? (Not present.)

Mr. Goodfellow was scheduled to testify at 2:45 and it is now, according to my time, 3:05. The Committee stands adjourned for five minutes to wait for Mr. Goodfellow.

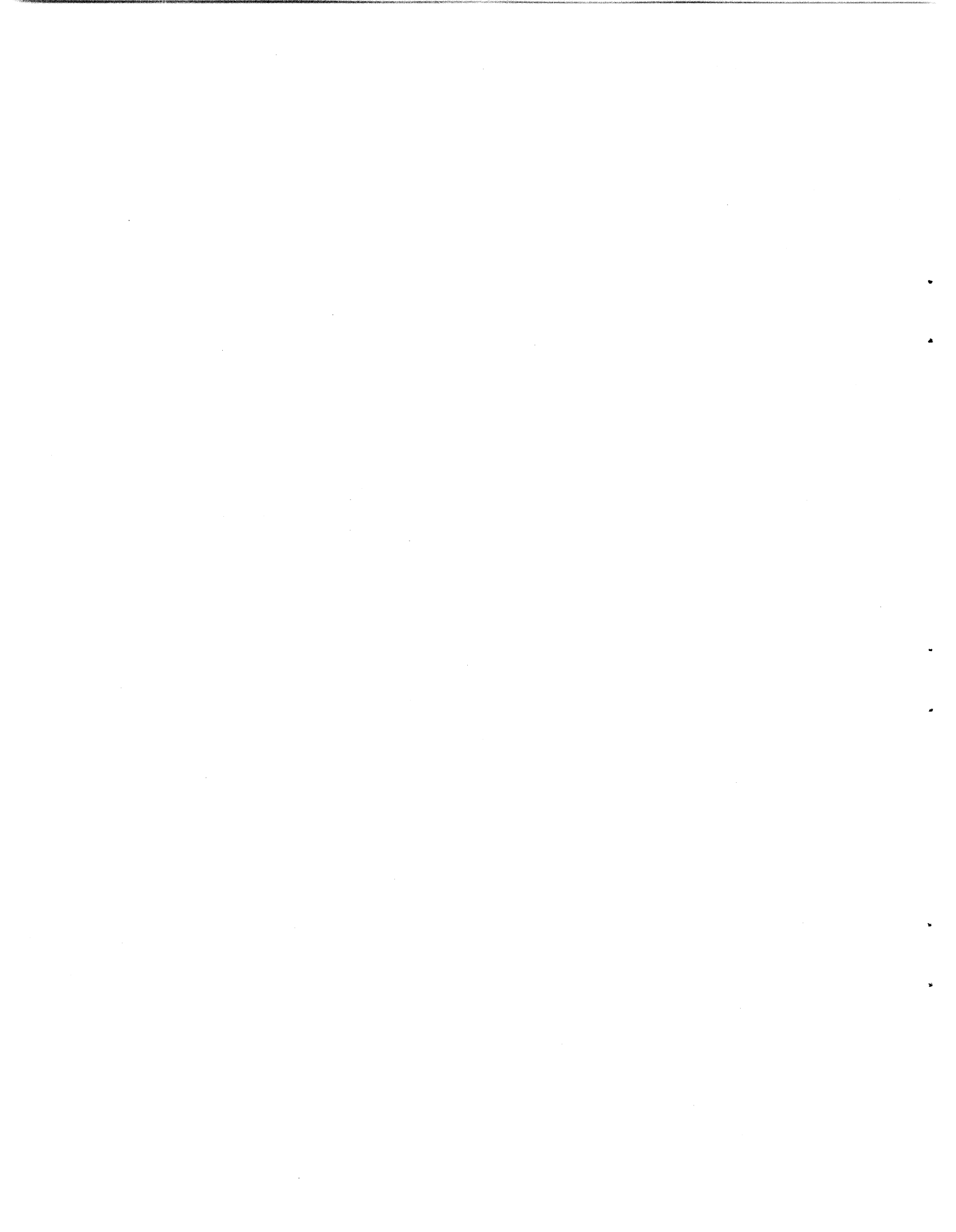
(Short Recess)

MR. JOHNSON: Again I am going to seek out Mr. Jim Williams, the Dean of the Graduate School of Georgian Court College, and Mr. Frank Goodfellow, the Vice President of the State Federation of Teachers. (Neither gentleman is present.)

I am going to adjourn the hearing at this time and remind you that two weeks from today, the date being Tuesday, October 21st, the Commission will again meet for the last of its hearings, at the New Jersey Institute of Technology in downtown Newark. I would hope that those who have not had an opportunity to speak today will be present at that time and remind you again that you may submit your written testimony to the Commission to Study Teacher Preparation Programs, New Jersey State House, Trenton, in care of Deena Sadat. I will adjourn the hearing at this time.

(Hearing Adjourned)

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STATEMENT

Commission to Study Teacher Preparation Programs in New Jersey

A Preliminary Report

October 7, 1980

My name is Mark M. Chamberlain and I am President of Glassboro State College. I appreciate the opportunity to make my views known to you concerning the Preliminary Report of the Commission to Study Teacher Preparation Programs in New Jersey. To avoid confusion, let me indicate that I speak as the President of this College; I am also a member of the State Board of Examiners and of the Council of State Colleges; I am a father who has had children in both the private and public sectors of K-12 education in this State. Today, let me be a College President, speaking as one with executive responsibilities for an institution that houses the largest single pre-service teacher education program in New Jersey.

The Commission's recommendations, if accepted, will present new challenges and new problems for us. I will deal with these issues serially, commenting and pointing out certain problem areas in the recommendations.

1. I strongly support the concept that each pre-service student should have extensive practical experience including experience before formal admission to the teacher education program.

The limit of 10 students per college supervisor, per semester will require that appreciably more faculty be involved in the process than we now employ; we will not have the resources to implement this recommendation absent additional funding. The present formula that ultimately yields a budget for us must be modified to take this new requirement into account.

2. The 50 credit hour requirement in General Education is as rational as any other determination of credit hours to be assigned to a particular program. Thirty might be too few, seventy too many, forty-five is what we now have and sixty would be half a normal College program. Fifty is as good a choice as any.

I do object to the mandated 1/3-1/3-1/3 split in General Education among the traditional divisions of knowledge: this is far too restrictive and deals with a matter that really should be left to the collective judgment of a college faculty. I also believe that basing general education solely upon study in the traditional liberal arts, fine arts and sciences is too restrictive. For example, if general education is to help prepare a student to live effectively in a real world, some background in technology and in the theory and practice of management would be most helpful. The recommendations would not permit this flexibility in curriculum.

3. The requirement of a major (30-32 hours) in a non-educational discipline will cause serious problems for the elementary/early childhood major. Such areas as health and physical education, special education, vocational education, while not explicitly covered in the Commission's recommendations, would also experience difficulties in meeting this requirement.

At issue is the total mandated credit hours a student must accumulate before graduation. General education, a major, a semester in the behavioral sciences, plus experiential work from sophomore to senior year can count for well over 130 credits--depending upon the credits assigned for the experiential work. That is a bit much considering that the normal collegiate program is approximately 120 credit hours including free electives.

4. The recommendations concerning academic standards are reasonable and I strongly support the concept of a comprehensive examination as a condition of graduation--for all students, not just those in teacher education programs.

5. The two-tier licensing recommendation is a strong step forward and I support this concept. Particularly, I applaud the requirement that the initial teaching certificate must be earned within the context of an approved program and that this program must be at a college accredited and approved by the State. (I'll have more to say on the accreditation and approval issue later.)

I do have some problems with the simplistic requirement of two years of successful continuous teaching experience and completion of a master's degree during the interim between initial and professional certification.

- a. I agree with the concept that the interim period should have both an experiential and educational component and with the maximum time limit of 5 years for this interim period. However, on the one hand the statement is made that the educational component will be "...an individually tailored program of professional development" but on the other, completion of a master's degree or an approved external degree program is given as a requirement. The Commission may hold that an "external degree" program provides sufficient flexibility to tailor a program to the needs of the individual. I do not. I do propose that the details of this interim educational experience be left unspecified at this time and that further careful study be given to processes by which the Commission's goals may be obtained. I do not fault a well devised and well taught Master program; however, there are many other educationally sound ways to attain the Commission's goals and these should be given consideration.

b. Clearly, it is the intent of the Commission that the educational experience in the interim period shall be a professional continuation of the student's undergraduate program. This is fine but consider also the needs of the schools for individuals holding administrative or educational specialist certificates. I interpret the Commission's recommendations as precluding a start upon a program leading to either of these advanced certificates until the professional certificate is in hand--and here is my problem. By my count, and assuming part-time study past the baccalaureate degree, a student would be continuously in school for twelve years, full- and part-time, before receiving certification as a Supervisor or a Reading Specialist or any one of a number of other advanced certificates. That's a long time for any student.

I suggest that the "educational experience" of the interim period be permitted to count for either professional certification or advanced certification or both. Details must be worked out with care but somehow the time from matriculation as a freshman to final advanced certification must be reduced.

6. I cannot be sanguine about the governance (structure, program approval and program evaluation) recommendations. Change in the membership and role of the Board of Examiners is reasonable--even though college presidents would be excluded. It is the evaluation and approval processes that give me pause.

My experience has been with evaluations and approval of new academic programs through the Department of Higher Education and Board of Higher Education. In addition, our institution has undergone two Middle States evaluations, an NCATE evaluation and two NASDTEC evaluations since 1968.

All these processes are slow and very demanding of both faculty/staff time and dollar resources.

I simply do not believe that, in a five-year period, all teacher certification programs in New Jersey can be subject to the careful evaluation envisioned by the Commission. I have no confidence, based upon past experience, that once evaluated a program will receive approval in a timely fashion. It's bad enough when the approval process is controlled by one agency--the Department and Board of Higher Education. To make the process the joint responsibility of two agencies, Department of Higher Education and the Department of Education, makes even a bureaucrat as experienced as I blanch.

Further, resources just are not available to do the job required plus other required or desirable evaluations by other outside agencies. If implemented, I would have to allocate formally the equivalent of at least five full-time faculty and four full-time administrators to the evaluation task--and this does not begin to count the "volunteer" use of faculty and staff time--time that would otherwise be directed to counseling, research, public service and contribution to the College and the profession. From payment to external evaluators to supplying paper, pencils, computer time and secretarial assistance, out-of-pocket costs will be exorbitant. Within our constrained budgets, we simply cannot handle such a responsibility and still do the basic job of education we are asked to do. What is worse, these expenses of time and dollars continue with the regular five-year review process cycle.

I have expressed concern about the costs of the evaluation portion of the Commission's recommendations. I now express these same concerns when considering the recommendations as a whole. The Commission has assessed the benefits; I urge that it also assess the costs.

Implementation of these recommendations will not be done cheaply, either in hard dollars or in the expenditure of our most precious resource-- faculty and staff time. I make this claim from a base of hard experience; Glassboro's Program of Distinction in Teacher Education--the EPIC program, is building a model for teacher education that is quite congruent with the recommendations of the Commission. It is costly, it is not easy, it is demanding of the best from faculty and students. We are still searching for answers to many of the issues which the Commission raises as befits a good R & D program such as EPIC. We are successful but the process is difficult--and remember, we have both comprehensive and long time experience in teacher education. Development work by other institutions will certainly be no easier even though they certainly may call upon our experiences.

Please do not consider my remarks this morning as negative. You have asked for comment; I have attempted to indicate points of my agreement and of my concern with these recommendations. Certain recommendations should be changed, others clarified and for still others I suggest more extensive study. However, overall I believe the document recommends sound changes in our teacher preparation programs. No question, you have laid a very real challenge upon us.

On the whole, I believe the Commission has done a commendable job in its recommendations. My concerns are real but I believe can be handled within the general philosophy and framework of the Commission's recommendations. Changes are needed in certain of the recommendations; I look forward to the second draft of the Commission's report.



State of New Jersey

GLASSBORO STATE COLLEGE
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DEAN OF PROFESSIONAL STUDIES
(609) 445-5241

TO: John V. Johnson, Chairperson
Members of the Commission to Study Teacher Preparation

FROM: Janice F. Weaver, Dean of Professional Studies
Glassboro State College

DATE: October 7, 1980, Opening Hearing, Wilson Building
Glassboro State College

Welcome to Glassboro State College and thank you for this opportunity to react to the Preliminary Report of the Commission to Study Teacher Preparation. We were visited by members of the Commission during the preparation of this report and we continue to offer our assistance to serve as a model or as a test institution for future study by the Commission.

May I beg your indulgence as my comments express pride in the accomplishments of the faculty and students of Glassboro's teacher education programs? We are able to tell you, not only that your recommendations are reasonable for the best teacher preparation institutions, but that we have been implementing most of the proposed standards for years. For example, we have had five years of experience with screening procedures and an admission requirement of a 2.5 grade point average. We also monitor progress and require a 3.0 grade point average in the major for all students recommended for graduation with certification. Minimum scores on the Graduate Record Exam and special screening procedures are required for admission to graduate programs. Since 1972, at least one year of academic study for elementary and secondary certification students has been required. Still other proposed standards have been routine practice here for more than ten years. Each program has some early field experience as a laboratory component in selected courses. We have been visited by five different evaluation teams in the last five years and have been commended for the breadth and depth of our general education and academic discipline requirements. Thus, it was appropriate that Glassboro State College be designated by the Department of Higher Education to develop a program of distinction in New Jersey teacher education. (The program is known locally as EPIC, an acronym for Experiential Preservice and Inservice Continuum.)

We do not often have an opportunity to speak directly to legislators. We hope you will convey to your legislative colleagues our appreciation for the special Program Improvement Funds which have made it possible for us to refine our implementation of the standards you propose. With the continuation of Program Improvement Funds, our EPIC program can field test the latest research and recommendations in teacher education, including the extended program and a year of supervised internship. As EPIC develops more improvements, they will become part of the entire teacher education program at the college. Furthermore, as other institutions around the country learn

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about our experimental and regular program improvements, we have an opportunity to assist New Jersey to become a leader in educational improvement.

We believe it is fortuitous that complaints about all levels and types of education are receiving serious attention at this time. It is fortuitous because the cry for reform has occurred at the very time that knowledge about teaching and learning is expanding. Educational research is only now coming into its maturity. There are respectable studies indicating numerous correlates of teaching and learning factors. Educational technology is also becoming more sophisticated. We are anxious to be able to use, validate, or modify the recommended practices to meet New Jersey needs. At Glassboro we will welcome any support to improve the design, implementation, and evaluation of teacher education which encourages our institution to find its own best way to contribute to school improvement and professional knowledge.

It is painful, however, to realize that public complaint overshadows improvement and that the rewards and resources for reaching and maintaining quality are diminishing. We will be stifled and the improvements you desire will be still-born if extra resources for libraries, media facilities, and field supervision are not available. Currently, resources are spread thin by state practices which subsidize New Jersey students to go out-of-state to become certified. Many other states do not require the same standards for accreditation and evaluation which you propose. Can we not at least urge that teachers prepared by approved institutions within New Jersey be given first priority by the schools? What rewards accompany high standards for all New Jersey teacher education institutions if we continue to permit out-of-state institutions to offer competing courses and graduate programs which cannot meet the current New Jersey approved-program standards? No professional accreditation agency has, to date, approved external or exported teacher certification programs. Surely, we will need to prohibit outsiders from undermining the standards we uphold. We at Glassboro have always considered the children and youth of the schools to be the focus for improvement in teacher education. But we need specific enabling regulations and budget formulae to permit even more school-based preservice and inservice education.

In principle, and in many of our existing practices, we support all the standards proposed by the Commission. There is need for some clarification of a few parts of the report and I will now indicate those needs.

1. On page 30, the Commission recommends a specific number of students for each faculty member who supervises field experiences. Presently, up to 22 students are assigned to each faculty member for student teaching. The Commission's proposed ratio of students to faculty will double the current number of faculty and travel costs needed to supervise students in each field experience. We believe this is a much needed improvement. Will you recommend to the legislative budget committee that this will require an adjustment in the normal budget formula for the State Colleges? Legislative support for the necessary supervisory costs of teacher education would constitute a real commitment by the State to quality in teacher education.
2. On page 33, may we suggest that the same interpretation for one year of study in the discipline to be taught be applied to all K-12 programs? Persons who major in Art, Music, Home Economics, Health and Physical Education, and Industrial Education and Technology, for example, must have 30 or more hours in an academic major and related fields similar to the secondary teachers. The Commission should include the K-12 programs with the secondary programs in that section of the Report.
3. The employment rate for our teacher education graduates is still at 80% or more. One reason for this is our recognition that quality teacher preparation today

does not view the teacher as a single-purpose role which pertains only to the teaching of a single grade level or one high school discipline. Today's teacher plays many roles and functions more and more as a team member with specialized personnel. Frequently the diminishing school budgets require that teachers be responsible for more than one kind of teaching in order to meet mandates for basic skills, mainstreaming, and bilingual education. Our graduates have been encouraged to become certified in more than one area. Frequently the elementary or special education student also prepares for a second certificate in reading or bilingual education. Can students who seek certification in more than one certificate meet some of the common standards such as early field experience or psychological studies with one experience? If all specific standards and components must be duplicated for a second certificate, many beginning teachers will not be able to become certified in reading or other areas of great need. To permit only one certificate or to require unnecessary duplication of field experiences would, in fact, reduce the level and kinds of preparation currently available to the Glassboro graduate.

4. We would appreciate some clear statements about existing New Jersey state certification requirements. Are we to assume that all previous State requirements such as two courses in reading, the health, alcohol, and drug education, and intercultural studies requirements are still to be required for all certification students? If so, it will be necessary to modify the proposed standard for theoretical studies on page 33. We believe that the definition of theoretical studies is too narrow if they are limited to psychology. We believe that it is equally essential for beginning teachers to understand the school and societal relationship and to be able to analyze and develop the theoretical basis for policies.

Finally, we urge the Commission to develop specific strategies to assist all of us in the rapid and successful implementation of the proposed standards. In that spirit, we request that you develop and monitor plans to deal with two problems.

- A. Plan to encourage schools to receive preservice students in all levels and kinds of field experiences. There is a growing tendency for School Boards and school administrators to develop policies prohibiting student teachers and other students to have responsibilities for classroom learning. The standard for increased and intensive field experiences cannot be implemented if parents and school officials are not encouraged to see that positive benefits of additional assistance accompanies field experiences for preservice teachers. The best teacher education programs have always tried to provide on-site learning, but the financial and attitudinal support has not been sufficiently established to permit the best use of field experience.
- B. Assume that all currently approved teacher education programs will apply for re-approval as the Commission proposes. The costs to the institutions and to the state agencies for the preparation and conducting of the evaluation will be substantial. Will the Commission give consideration to ways of expediting the re-approval process? Will short-term additional sufficient funds be made available to complete the evaluation process rapidly? We are fearful that some good teacher education programs will not be able to go forward with targeted improvements if funds are diverted to the costs of a new evaluation. We suspect that neither of the two Departments of Education nor many of the institutions can truly move forward on all educational goals while stopping for evaluation. We support the intent, but we would rather apply re-accreditation costs to specific improvement projects.

We at Glassboro are ready to demonstrate the quality we have and are seeking with our EPIC program and we are fearful of a five-year setback or

status quo condition during the period of re-accreditation. We urge you to take specific steps to avoid such crippling effects where there is clear evidence of commitment to quality teacher education already in place.

Of course any human endeavor can always be improved, and serving on a number of national and regional professional committees and education accreditation committees permits me to compare Glassboro with programs around the country. I can assure you that teacher education at Glassboro State College is of sufficient current quality to reach any levels of excellence the State and public are willing to fund and support.

We welcome future visits by the Commission, any interested legislators or community advisory groups. If you need specific information or additional reaction, please call on us.

Thank you for your time and attention.

JFW/kls

